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ABSTRACT

Devoted to the role of participation in nonformal education (NFE) activities in enhancing development, this issue consists of an article on participation in NFE activities, descriptions of participatory programs, an annotated bibliography on participation, and a review of various publications related to participation. The lead article, "Can Participation Enhance Development?," examines a variety of approaches currently labeled as participatory as well as some key issues related to the role of NFE as a vehicle to enhance participation in the development process, including the project cycle (problem identification, participation in planning, implementing projects, participatory evaluation); women and participation; redefining roles; and rethinking participation (distinguishing between participation and manipulation, identifying and meeting needs, political implications, leaderships and new elites, group action, project participation and families). Described in a section on project highlights are 10 participatory projects in such areas as Indonesia, Africa, and Southeast Asia. A 57-item annotated bibliography on participation is provided. Reviewed next are publications covering the relation of NFE to the handicapped (with emphasis on rehabilitation, educational programs, and aids and devices) and the participation of women in development programs. (MN)

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CAN PARTICIPATION ENHANCE DEVELOPMENT?

DISAPPOINTMENT OVER A LACK of progress in improving the lives of the very poor has led to a reexamination of present approaches to development. From a primary focus on economic growth via capital intensive technology and centralized planning, we have seen a shift in emphasis to equity of distribution, the integration of indigenous and modern social systems, and community-reliance in development. One result of this new orientation has been an increased interest in participation in development.

As many non-formal education projects are expressly designed to help achieve development goals, participation in non-formal education has been a prominent issue. The many dimensions and interpretations of participation make integrating it into non-formal education programs frustrating, because there seem to be no foolproof mechanisms to insure meaningful participation in all situations. And the notion of participation itself raises much debate among non-formal educators as to whether participation is itself a goal or a means to other development goals.

In devoting this issue of *The NFE Exchange* to participation, we have attempted to reflect the varying perceptions of, responses to, and concerns about it in the lead article. In the "Project Highlights" we share some of the attempts by development planners and practitioners worldwide to facilitate participation in NFE programs. The bibliography is a selection of materials from the Center's library that focus on varying aspects of participation. Two additional sections complete the issue. The "Reference Review" is in two parts: one features materials relating to non-formal education and handicappers in recognition of 1981 as The Year of the Disabled, and the other considers women's access to resources. As always, "Network News" reports on a few of the noteworthy publications and organizations that have come to our attention.

We are grateful to NFE network participants for sharing their materials and experiences with us so we might use them in our work.

Participation and NFE

The failure of traditional approaches to development to bring about significant improvement in the lives of the many people it was supposed to serve has led planners, project sponsors, policy makers, and practitioners to search for alternatives. In this climate, the concept of participation in development has gained wide popularity during the last decade. It is now generally accepted by planners that the intended beneficiaries must be involved in efforts to change and improve their lives. While participation, as an idea, has gained widespread acceptance, its practical application, and the implications of its application are interpreted in many different ways. Some interpretations simply seem to rephrase traditional development practices in new jargon; others seem to be genuine attempts to alter the status quo.

There seems to be agreement that non-formal education can be important in implementing a vast array of human development programs. Education

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itself may be seen as a basic human need, enabling people to acquire essential knowledge and skills for effective participation in their societies. Non-formal education is often viewed as an effective means of making basic skills such as literacy and numeracy available to those without access to more formal channels of education. Provision of other basic needs — for example, health, nutrition, food production, and employment — may also fall within the domain of non-formal education. For these reasons, non-formal education is frequently seen as supporting overall development through the preparation of a more skilled populace.

This article discusses some aspects of the observation that the effectiveness of NFE activities is related to the quality of people's participation in them. Some authors maintain that non-formal education is by definition participatory. They concede, however, that participation does not come automatically, but must be consciously planned for.

We must recognize, however, that there is an important conceptual distinction between participatory learning and educational programs to foster participation in the development process. Another way to look at this is to consider whether the learning process is inherently participatory or whether it is that which is learned that enables one to participate in development. Although it is essential to recognize the distinction, it is frequently not possible to separate these notions when planning educational projects for development — *participatory learning* and *education for participation* may be distinct, they may be one and the same, but, most often, they are interactive.

With these considerations in mind, this article will first examine a variety of approaches currently being labeled as participatory. This will provide the necessary background for reviewing participation as it can occur in various phases of the development-project cycle. While our focus is on non-formal education for development, many of the points apply equally to other types of development projects. Finally, some key issues and questions, related to the role of non-formal education as a vehicle to enhance participation in the development process, will be discussed.

The concept of participation is not new. Although currently a popular notion in Western countries and international development agencies, the philosophical and theoretical foundations for what is now encompassed by the term "participation" are rooted in a wide variety of traditions.

This concept can bring a more people-centered perspective to development. It often focuses attention on the processes, not only on the final outcomes or products of development activities. Because of this process orientation, participation is concerned with ongoing individual or collective growth and improvement.

As an increasing number of NFE projects seek to stress participation, it becomes clear in both theory and practice that participation has many different meanings and occurs in a variety of forms. There is no one "best" kind of participation that can be generalized to all development programs.

Approaches to Participation

Asia provides many examples of how traditional philosophies that embrace participation have been incorporated into development strategies.

Cultures steeped in Buddhist traditions, for example, have used a participatory orientation to "awaken" villagers so they might recognize their own immense potential, develop it, and fulfill themselves by improving the welfare of others. A focus on self-realization has thus emerged that demands participation in actions to enable others to become more aware of themselves. Translated into educational programs for development, this means that development becomes an effort by the people to address interrelated problems in various sectors, relies on governments and other organizations to support and supplement rather than initiate local actions, and does not contradict cherished cultural and spiritual values.

Participatory approaches have also emerged from Africa. For example, Julius Nyerere, president of Tanzania, is concerned with man's ability to act to change and control his environment. Self-reliance is the term he uses to emphasize that people cannot *be* developed or educated. They must develop and educate themselves through a process of thinking, problem-solving, and acting. The goal of this process is a liberation from constraining forces and increased power over the environment.

According to Nyerere, non-formal adult education plays a crucial role in this process, stimulating the desire for change and encouraging the belief that change can be realized.

Much of the current interest in participation stems from the concern of Paulo Freire, the Brazilian educator, for people as critical and creative beings capable of knowing and transforming their environments. In his view education can either humanize, liberate, and treat people as *subjects* who control their own lives; or it can domesticate, oppress, and treat them as *objects* to be manipulated. To be humanizing, then, education must involve the learners in a process of problem-posing in which they describe, analyze, and act to redesign their realities. According to Freire, this can only be done in a context of true communication, one in which learners and facilitators trust and respect one another. This process, which he calls conscientiza-

tion, leads to an awareness of the forces which shape one's life and a realistic understanding of one's ability to act to control those forces. Freire's ideas have been interpreted by many others to form what is frequently referred to as the psycho-social approach to learning.

A commitment to participation is also reflected in the work of some authors who emphasize group action as a central process in non-formal education for development. In this view, non-formal education becomes an "empowering" process which allows individuals, through collective planning and action, to exercise greater control over the decisions, resources, and institutions that affect their lives. When conceived of as an empowering process, NFE projects assume several distinctive characteristics that relate to participation. These include, among other things, small cohesive learning groups, a gradual transfer of responsibility from outsiders to the learners themselves, and participant leadership. This perspective implies changes in the relationship between outsiders and learners. The role of the outsider becomes one of raising questions and issues, not prescribing answers or solutions. Acting as a resource person, the outsider seeks to withdraw gradually from leadership in the program, while still assuming some responsibility for its operation and outcomes. In such an environment local leaders can become more confident about directing their own projects.

Those who contend that participation is not in itself sufficient to bring about change argue for an "integrated" approach to education for development. This perspective is primarily structural in its conception of development, focusing on the functional relationships between interacting and mutually supportive elements. Projects should be analyzed as systems which can be fully effective in accomplishing development objectives only if all the component processes are operating optimally in a given setting to ensure that the socio-economic benefits outweigh their costs.

The integrated approach views community participation as a necessary part of education for development, in conjunction with organizational decentralization and training components which promote a holistic view of development and teach skills of self-help and self-reliance.

Among the different kinds of participation that have been documented are: use of local experts; local contributions to a project of labor, money, or materials; the establishment or strengthening of locally-run organizations such as women's groups; and the creation of local political pressure groups.

In putting the concept into practice, it is necessary to find an appropriate middle ground between theoretical formulations of participation and oversimplified "recipes" for community involvement. One effort in this direction is provided by Cornell University's Rural Development Committee which has developed a tentative analytical framework for measuring participation in development projects. It is suggested that participation be described and analyzed at four levels: decision-making, implementation, benefits, and evaluation. These do not represent distinct processes since they often interact and overlap. Moreover, assessing participation at each level can only be done with careful consideration of *who* is participating, *what* the participatory activities are, and *how* participation is occurring within those activities. Finally, when using such a framework, unique local situations must be considered.

The Project Cycle

All perspectives on participation, whether highly theoretical or extremely practical, have influenced and continue to affect participatory projects. Those who view participation as a major goal or component have to consider how the characteristics of various phases of a participatory project may differ from those of other projects. In the following section, we consider some of the ways participation can manifest itself in problem identification and project planning, implementation, and evaluation.

Problem Identification. The first step in the cycle is to identify the problem to be addressed. Participatory research as a method of problem identification is based on the philosophy that people should be involved in all stages of a research effort, so that they may benefit from the knowledge gained and act to bring about social change. Knowledge gained through a locally conducted social investigation leads community members to define a problem, and formulate plans for solving it. Research, then, mobilizes human resources and liberates human potential to solve social problems. It provides people with a tool that can enable them to better articulate their problems, collect appropriate information, and initiate action to help solve those problems.

Organizing local communities to collect information about themselves has other strengths. It makes evaluation of progress possible and provides a reliable and easily accessible source of information for local people. Participatory research, carried out by community members, can identify critical problems upon which researchers (including "outsiders") can carry out problem-specific research using conventional methodologies. In addition, participatory research can yield data, frequently quantifiable, that otherwise would not be available. Thus, participatory research can serve to meld the goals and approaches of local communities and scholars, and to bridge the gap between traditional research methods and basic needs as identified by local communities.

A participatory approach to project identification may cause difficulties for the sponsors because it requires a flexibility that most bureaucratic agencies are not prepared to handle. Sponsors must be prepared to help community members deal with locally defined problems, and to direct people to resources not immediately apparent or available. They must also be prepared to accept the participants' conception of the problems. Finally, the sponsor must realize that participatory research takes time.

Participation in Planning. Planning is vital to every project, and to every phase of a project. Project planning involves an important sequence of steps. First of all, broad development goals need to be selected. (For example, a goal might be to improve the well-being of children under age 5.) The specific objectives, or ways of attaining the goals, must then be identified (such as starting preschool centers in three villages and doubling the amount of protein in children's diets). If many project aims have been identified, it may be necessary to set priorities for them. These steps are followed by an examination of various routes for reaching the objectives, assessing the resources required by and the probable consequences of each alternative, choosing an approach, and deciding how to evaluate progress.

Project planners seek answers to questions like these: What objectives will help achieve the desired goals? What means exist for achieving these objectives? What resources — time, money, skills, energy — are needed for each strategy? Are these resources available? Who will benefit most from the project? Are they the intended beneficiaries? Who may be negatively affected by each alternative plan? Based on answers to such questions, planners can make informed decisions about the shape a project will take.

A project plan must be charted clearly enough to give direction to all project activities and to ensure optimum use of available resources. At the same time, the plan must be flexible enough to accommodate changes in the environment. Therefore, feedback mechanisms to ensure a rapid flow of information to planners during a project are essential elements in a project design.

The question "Who plans?" needs to be considered. Proponents of participatory approaches to education related to development stress the importance of planning *with*, rather than *for* people This partnership may take various forms: Some project designers have closely involved the intended beneficiaries in the planning stage, believing this to be a prerequisite to their sustained interest and participation in project implementation. Others contend that some projects can best be planned by outsiders familiar with the targeted communities or regions. In this view, well-informed outsiders with their broader perspective can identify goals and objectives, and choose among possible strategies more rapidly and efficiently.

Materials in the NFE Information Center collection suggest that both types of planning can lead to project success or failure. However, participants who have learned and used the planning process are equipped with an invaluable tool. They have acquired the skills necessary to extend a successful project beyond its original objectives, to redirect floundering projects, or to initiate new projects in response to new needs.

Implementing Projects. Participatory planning is an ongoing process that continues throughout the next stage, the implementation of the project. Since participation in implementation is widely considered the most essential ingredient for project success, the project must serve to realize participants' goals and provide them with tangible benefits.

Local leadership can be a decisive factor in project implementation. Every participant cannot have a voice in the day-to-day decisions of the project operations, or in the occasional crises which might necessitate an immediate decision. This is especially true when large numbers of people are involved. Furthermore, one individual or a small deliberative body has to be ultimately responsible for decisions and their consequences. Someone respected by the community must organize meetings and keep in touch with outside sources of support. Even in a project with more centralized control, strong leadership is necessary to facilitate communication between the community and project administrators. This may be a local leader or a trained paraprofessional.

The degree to which planning has been participatory may affect the degree and type of participation in implementation. If the involvement of the intended beneficiaries in planning has been great, and their control over the benefits to be gained is secure, participants may be more willing and able to take major responsibility for decision-making, control, and day-to-day project operations. If planning has been carried out by others, planners must be able to convince the target audience of the project's benefit to them, in order to motivate sustained local interest and participation.

Experiences shared with the NFE Information Center suggest that learning groups play an important role in implementing NFE projects. A variety of methods and techniques can be used to enhance group learning. Some of these are now described.

- Group discussion, though easily manipulated to lend support for predetermined plans, *can* be effective in ensuring that every participant has a voice in the direction of the project. Large groups can divide into smaller groups to brainstorm, role-play, act out problem situations, and play literacy, problem-solving, and group-building games. The results can

then be shared with the whole group, for an effective synthesis of ideas and skills. Participants can also make their own visual aids to enhance the learning process.

- Theater, another means of group learning and peer teaching, can be extremely effective in focusing on local problems and dilemmas and stimulating critical analysis, discussion, and action. It involves community members in all stages of production — script-writing, rehearsing, organizing performances — and in discussions with the audience following the performance. Without strong community-based organizations, however, drama can also be a vehicle of social control and domination; it may give rise to more frustration for marginal groups whose efforts to improve their situations may be thwarted.

- Finally, radio, tape recorders, and video cassettes have been used to extend information and ideas to rural groups. Listening forums have been organized to allow for group discussion of the topics presented, and feedback for programmers. Effective use of these media can also facilitate the direct participation of local people in determining the content of programs and tapes, in preparing the materials, and in evaluating the results of their efforts. Reports show that these devices provide effective means of combining media and interpersonal strategies in non-formal education to reach illiterate populations.

Of course, all of these methods and techniques must be analyzed for cultural appropriateness and, if used, adapted to reflect local socio-cultural ways of learning and interaction.

Participatory Evaluation. Implicit in the foregoing discussion is the notion that evaluation is a critical element interwoven at every stage of the participatory project cycle. It is not just a summary activity of "successes" or "failures" to be performed upon completion of a project when it is time to make refunding decisions.

In the participatory project cycle, evaluation of both process and final outcomes are equally important. Conventional evaluation strategies, therefore, may be inadequate for measuring the true worth of a project.

The involvement of *all* participants is important because of the different values and perspectives that individuals at different levels of participation — local, government, or foreign — will have of what constitutes project success or failure. Furthermore, it is important to assess the differential impact a project may have on groups within the local population, such as women, migrants, or orphans. Ongoing participatory evaluation provides active rather than reactive opportunities for obtaining a more balanced appraisal of what is, in reality, accomplished in the name of development.

In sum, participation can occur throughout the cycle of an NFE project. However, making participation possible requires flexibility, patience, and a willingness to accept change on the part of all involved.

Women and Participation

Implicit in the theoretical discussions on participation is the notion that it applies to all people, regardless of gender. Experiences show, however, that women and men do not encounter the development process in the same way. Development strategies have often proved disastrous for women, leaving them in control of fewer resources than before. It seems important, therefore, to consider what participation may mean for women, what constraints may hinder them, and what circumstances may enhance their part in all stages of the development project cycle.

Women's active involvement in project identification, planning, implementation, and evaluation has often been limited, even in projects ostensibly committed to popular participation. In many cultures, women are active producers but do not participate visibly in formal decision-making structures: village leadership rests primarily with men. Development planners and practitioners communicate with these leaders, assuming them to represent the needs and wants of all members of the community. Furthermore, development planners, who are predominantly men, may come to a project with perceptions of women's roles and activities colored by their own cultural experiences, and assume that the benefits of programs in which men participate, will trickle down to women and children.

A theoretical commitment to women's participation has to be put into practice with full recognition of their particular roles in a local community. Too often, programs are planned with women in mind yet offered at times that conflict with their family responsibilities. Or, the meeting place may require women to spend considerable time traveling back and forth, time that is needed for maintaining the household. Furthermore, women's participation may cause unforeseen hardship for their daughters who may have to shoulder additional family duties. Finally, women may have to overcome resistence to their participating in activities that do not appear to relate directly to their household responsibilities.

Other factors may also functionally exclude women. Project planners have to take the local sexual division of labor into account. For example, where women are primarily responsible for food crops, they may not be able to take advantage of the special training and related benefits, such as credit, that may accompany new projects focusing on cash crops. Some projects may have such entrance requirements as literacy or a certain educational level. Although this can exlude both women and men, the

former are disproportionally affected, since women worldwide have lower levels of literacy and education.

Furthermore, full participation in a project sometimes requires access to credit or land. Traditional restrictions on women's access to these resources may mean that they are at a disadvantage even before a project begins.

Several strategies, some of them controversial, have been proposed to facilitate women's participation in all phases of development efforts. A few of these are described here.

- Administering programs through women's sections or bureaus of large organizations, or through women's associations. According to some, these programs are likely to be more effective in promoting women's participation than programs administered through general organizational structures. While the value of women's bureaus and associations is acknowledged, a subtle danger must be recognized. Development workers may be tempted to relegate all concerns regarding women to these bodies, refusing to recognize women as intended beneficiaries of all development planning. The argument is made that unless women's programs form an integral part of the whole development process, women will remain marginal to it.

- Considering women, specifically, as intended beneficiaries. The claim is made that unless women are so mentioned, program benefits to them will be minimal.

- Providing support services, such as day care, transportation, and appropriate technology, to ease women's workloads.

- Increasing women's participation in decision-making by their assuming leadership and administrative responsibilities at all levels in governmental and non-governmental organizations and sponsoring agencies.

- Encouraging women's participation in leadership and decision-making at the community level. There is evidence that such participation is related to ongoing involvement in a project.

- Enhancing women's leadership skills and fostering women's participation in development by working through strong local or indigenous women's groups, both formal and informal.

- Integrating training in leadership and decision-making into projects that seek to encourage women's participation in the development process. It is argued that this is essential, because women often lack the self-confidence and skills to assume leadership roles. This lack is attributed to the observation that they often participate less actively than men in local leadership and have usually been excluded from leadership in development programs.

- Training more women as fieldworkers and paraprofessionals in areas such as skills for production and income-generation, while not decreasing training in sectors more usually emphasized for women, such as health care and nutrition.

Redefining Roles

From the foregoing discussion, it is evident that the tasks and responsibilities of policy-makers, planners, sponsors, and local leaders change when the intended beneficiaries of projects participate in all stages. This may have several implications for training. For example, policy-makers, planning specialists, and sponsors may benefit from training programs to enable them to understand people-centered development strategies and the implications of participation for the funding and timing of projects. Particularly necessary are training programs that stress the need to involve women in all stages of the project cycle.

Training programs for village-level workers, paraprofessionals, and local leaders should reflect the principles of participation. The following guidelines for training change agents are drawn from reports of training workshops received from our readers.

- Use dialogue and discussion, rather than formal lectures. (Keep in mind, however, that short, informal lectures to teach specific skills may be used with success within a participatory framework.)

- Emphasize human interaction skills — the ability to promote self-awareness, community participation, and positive group interaction; and the ability to respond to the needs and cultural specifics of local community life. Trainees need respect for, and faith in, the wisdom of the people among whom they work. (Some authors maintain that human relations skills are more important than technical skills, since technical experts can be asked to give specific help once the people have identified what it is they want to know.)

- Stress self-teaching and group learning.

- Involve trainees in identifying their training needs, and planning and implementing the program.

- Use field trips and provide opportunities to apply new skills in realistic settings.

- Create an atmosphere that encourages reflection, analysis, and critique, even of the training program.

- Provide for ongoing evaluation.

- Provide opportunities for all participants to assume leadership roles.

Regardless of the training methods and techniques, it seems especially important that educational projects enable those involved, including policy-makers, to develop broader understandings

of the complexities and temporal dimensions of change. Participants at all levels must also be helped to recognize that development is occurring in an increasingly interdependent world. At the same time, training should assist them to be realistic about how much a single project can achieve.

Rethinking Participation

Whenever old ideas and practices are discarded in favor of the new, and presumedly better, there is an initial reluctance to examine critically that which is now supposed to be "the answer." Nevertheless, we believe there are important issues and questions that merit critical consideration as participation in theory becomes participation in practice. Many of these arise from examining the changes that participation has necessitated in the basic assumptions of development.

Participation or Manipulation? A blind acceptance of the concept of participation by development personnel may lead to "fitting" participation into the local culture. In contextualizing participation to fit the socio-economic and cultural norms of a given society, is a rather sophisticated form of manipulation taking place? Is knowledge of local learning systems with their rewards and sanctions being used to induce behaviors desired by outside planners?

Manipulation of this kind, usually unintentional, may be linked to unexamined assumptions on the part of both outsiders and local community members as to the role outsiders could or should play in development. One assumption that seemingly underlies many projects is that outsiders are best equipped to interpret the needs and desires of local people to officials, planners, and sponsors.

This assumption raises several questions. Are facilitators adequately trained to be sensitive to the local people and committed to serving them in ways the host community deems desirable? Can these qualities, in fact, be developed through training? Are outsiders willing to do away with their own jobs by helping community members develop the skills needed to link local groups with outside funding sources, government bureaucracies, and other institutions?

Identifying and Meeting Needs. Regardless of who may best interpret local needs and desires to project sponsors, there is another assumption underlying some participatory approaches. It is that local community members are in the best position to identify their own needs. In this view, outsiders do not have the necessary insight into local beliefs, attitudes, and practices to identify crucial problems and concerns. Also, when problems are identified by local people, projects tend to be seen as more relevant, and thus, willingness to participate in planning, implementation, and project evaluation is increased.

Others argue that local people may not always have the necessary perspective for understanding the situation they are in. According to this position, the local population perceives only its immediate needs and therefore prefers projects having an immediate and visible economic impact. Thus, they may often unknowingly accept sometimes repressive structures. The ability of community members to see the long-term socio-economic and political implications of their actions is often limited, partly because they may not have the resources (e.g., information and political power) to actively influence the situation. The logical consequence of this argument, then, is that outsiders may have a better vantage point from which to identify the structural changes that must be made before a project will provide any far-reaching benefits to participants.

Once again, the danger of manipulation arises. How can the outsider as a facilitator provoke people into thinking about and acting upon situations not previously perceived as critical without imposing his or her own views and solutions? How can the immediate needs as perceived by the local people, and the long-term needs for political and structural changes as perceived by the outsider be reconciled, especially if the two seem contradictory?

This returns us to the consciousness-raising approach described earlier. Assuming that participants do become aware of the full implications of their problems — political, economic, and social — there is a real danger that raised expectations can lead to frustration because of external constraints. While reinforcing participants' belief in their collective abilities to address these problems, consciousness-raising programs have a responsibility to realistically appraise a project's possibilities and limitations.

Another perspective proposes organizing groups around issues identified by local people. The advantages of this approach include viable group action due to existing motivation and developing the potential for villagers to learn how to organize. Critics of this approach are concerned that often issues are narrowly focused so that groups keep reorganizing around isolated issues rather than relating problems to the larger system. Moreover, they argue that interest groups frequently do not represent the community, because their members may all be from the same class or clan and may all see the problems in the same way.

Others would promote yet another approach — educating entire communities to address issues as they emerge. Ideally this would require developing a local organizational structure that enables people to address related issues simultaneously and to integrate narrowly defined problems into the larger

structure. Yet these individuals usually suggest that organizing around specific issues is an essential first step in organizing communities.

Political Implications. Equally important is the recognition that much popular participation when linked with decision-making power is inherently political. Though many participatory projects begin with short-term objectives that are related to basic needs, it is through involvement that individuals and groups have to come to terms with various structural constraints. The knowledge thus acquired allows villagers to become more skilled in maneuvering and manipulating existing structures to meet their needs. And, ultimately, it will be up to them to decide what (if any) kinds of restructuring of socio-economic and political systems are essential for meaningful development, and when these might be appropriate.

Leadership and New Elites. No matter what procedures villagers choose to deal with the constraints that impede their development, it is likely that the changes will require leadership. As suggested earlier in this article, leadership is particularly important if change is to be guided in such a way that it will have a positive effect on the intended beneficiaries. In addition to leadership provided by outside sponsors or experts, local leaders (whether they be traditional or newly selected) play important roles in the development process. It is crucial, however, that the accompanying prestige and power do not encourage the leadership to view itself as an elite, or to maintain others in dependent situations. One way of ensuring this is to structure projects so leaders are accountable to those whom they represent.

Unfortunately, it is not only leaders who learn elitist attitudes. Planners need to consider whether projects are likely to create a "participating elite" among the local people themselves. In this regard, program participants need to be encouraged to share their new skills with others who have not taken part in the project, rather than to develop an attitude of superiority — a sense that they are somehow better than their non-participating fellows.

Group Action. Frequently participatory projects focus on group action, regardless of the forms of participation in the project. The clear advantage of group action is its ability to amass local resources (labor, ideas, money, and skills, for example) that are often only available in limited amounts to individuals but quite plentiful when creatively combined and shared. When we consider group action as a means to improving the welfare of local communities several perspectives and issues emerge. Some of these will be discussed.

Organization is basic to planned group action. Many would contend that for group action to be effective, a participatory project must recognize local structures and build on existing groups within the community, such as cooperatives, mothers' clubs, or social assistance organizations. No matter what kinds of groups are used, it is essential to consider whether the composition of that group (gender, class, and special or vested interests, for example) will enhance or hamper actions that contribute to the well-being of the entire community. Others would caution that existing groups may be concerned with maintaining or benefitting their own interests at the expense of the broader community.

Project Participation and Families. There is a growing concern about the impact participatory projects may have on intricate and highly valued family relationships in Africa, Asia, and Latin America. This is because projects, even those that assume group action, often select only one or two members from a family to participate. Too often, projects do not stress that participants should share their newly gained knowledge and skills with family and friends in order to extend the benefits of development.

Moreover, the loss of one individual's work is likely to be acceptable if it results in benefits accruing to the entire family. Planners need to ensure, however, that the family does not lose the contributions of one of its members to the project while getting nothing in return.

Conclusion

What is clear from the literature is that new development perspectives mandate participation by those whose needs are to be met. This has important implications for NFE projects designed to facilitate development. It is necessary to identify when and how participation might occur in a project and to assess both intended and unintended outcomes. Even projects with the most well-intentioned objectives can be counterproductive. In addition to pedagogical concerns about participatory learning, NFE workers need to consider how best to train people to participate.

And yet, participation can not be uncritically accepted as inherently good. Under some conditions it can cause or perpetuate problems. In some cases, it may even merely be new packaging for traditional donor-recipient relationships and structures. There is a critical need to better assess and summarize the information we have and to identify general principles relating to participation. There is also a need to examine participation more carefully so it is not credited with successes or failures for which it is not responsible. Finally, it is important to recognize that while participation is not a panacea, its careful implementation has the potential to enhance the quality of life of those people that development efforts seek to serve.

– M.M., M.J.P., L.L.V., and L.G.V.

Project Highlights

Varying concepts and forms of participation are well demonstrated in the NFE projects identified in this section of The NFE Exchange, *some of the many described in documents contributed to the Center library. Source documents for the highlights are listed in the "Select Bibliography on Participation." Addresses are included in this section, when available, so that readers wishing more information can write directly to the project.*

SELF-RELIANCE KEY TO MOVEMENT IN INDONESIA. Started in 1968 by the Pancasila Farmers' Union, the Usaha Bersama (UB) movement emphasizes self-reliance and popular participation in village development. UB begins in a village when a group of local people recognize a common need or opportunity. Although most UB groups are involved in meeting practical needs through basic economic activities like saving and credit programs or the establishment of small industries and enterprises, the activities of each group depend upon local situations. For example, some groups have established savings clubs, while others have stored rice and loaned it to members during off-harvest times.

In 1974 the recognition that self-reliant organizations like UB groups need outside support to ensure their growth led to formation of the Lembaga Peminaam Usaha Bersama (LPUB), the Institute for Guidance in the Development of Usaha Bersama Organizations. The LPUB provides assistance in organization and administration, offers courses in leadership, bookkeeping, planning, and evaluation, and helps groups deal with their local socio-economic problems. Pembina (fieldworkers) who live among the UB groups, serve as the organizational link between the groups and the LPUB.

A underlying principle of the movement is direct participation of group members in planning UB activities. A publication, *Setia Kawan*, serves to increase interaction and communication among UB groups. Evaiuation is built into the entire structure. At local, regional, and national planning sessions, UB members and fieldworkers evaluate the plans of the previous year, set goals and priorities for the future, and develop action plans for each individual group.

Observers believe that the future of UB depends, among other things, on constant dialogue about the progress of UB among those involved in the movement, the presence of leaders committed to the needs of the people, and the continued involvement of the people in their own development. (Source: Ismawan, 1978.)

TANZANIAN WOMEN DESIGN AND CARRY OUT ACTION PLANS. The Arusha Women's Participation in Development Project (AWPID) in Tanzania evolved out of another project on Audio Cassette Listening Forums (ACLF). ACLF was a year-long pilot study, affiliated with the Institute for Communication Research at Stanford University and the Institute for Adult Education in Tanzania, and funded by the Office of Women in Development of the US Agency for International Development. It had the dual purpose of encouraging women to plan, implement, and evaluate activities to improve the health and nutrition of their families and of testing the use of participatory research and audio cassettes.

ACLF began with meetings between project designers and women's groups in two villages. Each group chose five leaders, who conducted a listening survey to determine group members' needs and resources, after an intensive training session. The survey results were then used to rank problems in order of importance to group members. Next, smaller groups listened to taped dramatizations of problems identified in the survey and, after much discussion as to the causes, submitted action plans to the larger women's groups. On the basis of these plans, a list of learning and income-generating projects was formulated for each village.

At the end of the ACLF's first year the leaders conducted a listening evaluation survey wherein each participant described positive changes she had made in her life during the past year. The ACLF staff noted that the women were more self-confident and took part enthusiastically in study groups and several cooperative income-generating schemes. Projects initiated included basket-making and gardening, block-making and building a cooperative store, and planning a village latrine-building project.

Although the original purpose of the project was to encourage women to improve their health and nutrition, no attempt was made to push them in that direction. The project left the women in complete control of determining learning and action plans and encouraged them to look among themselves for resources and solutions; information and outside resources were provided only when requested. A recent follow-up study showed that participants are still engaged in activities initiated by the ACLF and have added a health project.

The ongoing project, now called AWPID, uses the same approach with women's groups in 16 villages. Working through the Institute of Adult Education and supported by USAID, the project staff is preparing and field-testing a handbook on participatory development approaches. Eventually they plan to provide workshops and training for other groups, leaders, and program coordinators. (Source: Stanley, with Lundeen, 1978. For further information, contact: Alisa Lundeen, Arusha Women's Participation in Development Project, P.O. Box 764, Arusha, Tanzania.)

PHILIPPINE SCHOOL FOSTERS RURAL DEVELOPMENT. The People's School in the Philippines fosters the active participation of rural people in efforts to improve their lives. Selected villagers, called Barangay Scholars, are trained in agriculture, health, family planning, nutrition, literacy and leadership, and sent back to their villages to become diffusers of new knowledge and skills. This comprehensive rural development effort, launched by the International Institute of Rural Reconstruction (IIRR) in two regions of Cavite Province in 1975, thus builds on local human resources to bring appropriate technology to more and more people.

The People's School offers a variety of intensive short courses, ranging from mushroom growing, upland and lowland rice cultivation and poultry farming, to maternal and child health, literacy, drama and leadership. Because of family and farm responsibilities of the trainees, the courses range from 2 to 6 days, followed by monthly continuing education sessions. At present most trainers are IIRR specialists, but government technicians who help with the courses are expected eventually to take over this responsibility. Training is based on the IIRR principle of "teaching by showing, learning by doing," and dialogue among participants and trainers is emphasized.

The first training courses at the People's School have resulted in several community projects. The Cavite Farmers Feedmilling and Marketing Cooperative was organized in response to exorbitant feed prices. Medicine supply systems have also been set up by returning Barangay Scholars in several communities, and musical and cultural events have been organized to raise scholarship funds.

One of the aims of the People's School is to link local organizations to form a coordinated and unified development effort in every region. Several units are linked to make up the People's School system.

- Village leaders in the Barangay Council and Rural Reconstruction Committee assess local needs, select trainees, and supervise the activities of the trainees when they return.

- The Barangay Scholars hold demonstrations, train other local leaders, and cooperate with one another to form organizations (for example, the Women's Association for Rural Reconstruction and the Rural Reconstruction Youth Corps).

- The Municipal Development Council (MDC) is responsible for the overall administration of the People's School system. In time the IIRR will withdraw completely, leaving the People's School in the hands of the MDC.

Some observers maintain that the People's School has shown that participation of rural people in development efforts is feasible as well as desirable. To date the school has trained more than a thousand Barangay Scholars in 23 courses, and many other people have taken courses through the People's School. Thus the school has enabled new technology to be introduced into rural areas. Trainees from Africa and Asia have taken aspects of the People's School system back to their own countries, and in the Philippines, People's Schools have been established in two communities outside Cavite Province.

Some problems remain, however. It has been difficult to involve government agencies; scholarship funds to send villagers for training are often lacking; and without access to credit, villagers have difficulty financing projects. (Source: *Rural Reconstruction Review*, January 1980.)

PEASANT LEADERS EVALUATE THEIR OWN PROGRAMS. Regional leaders of five non-governmental service programs (radio schools, housewives' clubs, consumer cooperatives, peasant leaders, and an agricultural extension program) in Honduras recognized that the activities of their organizations could be coordinated at the regional level to meet the needs of local communities more effectively. Consequently, in 1974, they asked the Instituto de Investigaciones Socio-Economicas (IISE) in Tegucigalpa, Honduras, to help them evaluate their programs.

At the first meeting with a representative from IISE, it became clear that the peasant leaders and the specialist had different perceptions of their respective roles. The leaders expected the specialist to hand them a questionnaire, tell them how and where to conduct a survey, and later to take the information back to the capital to be analyzed. The specialist pointed out, however, that the evaluation was for their use, and that the data should remain in their possession. The specialist's role was merely to help them find a way to answer the questions they had about the effectiveness of their programs, and how to put this information to use.

After the roles were clarified, the leaders discussed the purpose of the evaluation survey and then turned to the task of designing the questionnaire. Each leader presented the goals and activities of his or her organization to the group. This session served to familiarize everybody with the various programs, a prerequisite for coordinating their activities. Finally, a concise questionnaire was developed that could be used for information gathering and as a consciousness-raising tool. The purpose was to generate discussion about the specific needs and conditions in a village, and to find out what each community expected of the organizations.

After the leaders had surveyed all communities, the specialist assisted them with tabulation and analysis of the data. One of the questions the leaders wanted answered was which organizations to promote in which community. Simple frequencies were used to compare responses across organizations and to identify the resources of each community. Data on the distribution of organizations in communities were graphically demonstrated. The leaders were able to see that there was a clear order as to when each type of organization was established in each community. Specifically, they found indications that cooperatives worked better in communities where several other organizations already existed. These findings meant that the leaders could now better decide which organizations to promote. This promoted cooperation and ensured that scarce human and material resources were used most effectively.

Before the second planning meeting could be held, however, the meeting center was burned down. Fifteen people were killed in the incident, which some attributed to a coalition of local elites. Rebuilding the organizations after this episode took a long time. This incident demonstrated that when local people start asking questions about the conditions of their lives and how they can improve them, increasing tensions may be expected. Nevertheless, the evaluation effort shows that peasant leaders with limited formal education are able to assess their programs realistically, and that local communities can be actively involved in the evaluation and planning of programs that affect their lives. (Source: *Rural Development Participation Review*, Vol. 2, No. 1, 1980.)

AFRICAN WOMEN SHARE KNOWLEDGE AND SKILLS. In June 1977, a group of community development workers from eight rural development centers in Mali attended a tie-dyeing and batik training program in Banjul, The Gambia. Gambian women, members of the Gambian Artisans Marketing Cooperative (GAMCO), for whom dyeing was a primary source of income, shared their knowledge and skills with Malian women who wanted to develop tie-dyeing skills to supplement agriculturally based income. The 12 Malian women who attended the training program agreed to share their new skills with members of their community development centers upon their return.

The week-long training included learning several different pattern techniques, the Gambian use of color and dye, and marketing. The Malian women practiced on yard-size cloth pieces, and put together pattern books which could be used as teaching tools at home. Two of the women attended a batik workshop to learn the basics of that craft, which was entirely new to them.

While no formal evaluation of the outcome of the training program has been conducted in Mali, there is evidence that the skills learned in Banjul are being shared. Two months after the program cloth with Gambian designs and colors was being sold, produced by members who had not attended Banjul sessions but had been trained by someone who had. Tie-dye programs were being planned in a nomadic settlement and a village. The women also held a meeting and made plans to improve communication between the retail outlet and rural production centers, develop quality control standards and measures, and train a Malian woman in bookkeeping. The Malian cloth production program has obviously remained in the hands of the Malian women themselves.

For the Gambian women the project had several benefits. During the ten days of preparation, GAMCO Committee members found that the idea of teaching strangers their valuable skills aroused considerable controversy among the dyers. While some argued that the Gambians had learned from other African women and should therefore pass on their skills, others felt that teaching trade secrets to outsiders would undermine their business. After the program, however, attitudes were generally favorable. The women who participated gained satisfaction from their roles as teachers and wanted to improve their teaching skills for another time. Dyers who had not participated complained about their exclusion. The program enhanced group cohesion in the GAMCO, and helped the cooperative to gain publicity and support. (Source: Caughman, n.d. For more information, contact: American Friends Service Committee, 1501 Cherry Street, Philadelphia, Pennsylvania 19102, USA.)

BETTER NUTRITION IS CHIWANDA PROJECT GOAL. Started in 1975, the Chiwanda Nutrition Education Project in Tanzania is an outgrowth of *Chakula ni Uhai* (Food Is Life), a mass nutrition-education campaign that used radio listening groups. Realizing that radio instruction alone would not be enough to correct the lack of protein-rich foodstuffs in their diets, the listening groups in the Chiwanda Ward of southern Tanzania asked the Institute of Adult Education in Dar es Salaam to help them start a nutrition project. Institute staff members, the Chiwanda People's Project Planning Team (representing different groups in the ward), extension workers, and Chiwanda government officials developed a plan that emphasized project management and technical skills and encouraged the active participation of Chiwanda residents.

First, the Institute staff provided training in project planning, management, and evaluation. After these training sessions, the Chiwanda people conducted a baseline study of the economic situation in their ward. Using the information gained from this survey, they identified two priority areas of need: (1) improved fruit, vegetable, and poultry production; and (2) improved nutrition and better balanced meals.

Following the needs assessment, the project gained acceptance through discussions between Institute personnel, local community leaders, and villagers from the five communities in the Chiwanda ward.

Institute staff members and agricultural and veterinary extension workers then conducted workshops in scientific fruit and vegetable gardening and poultry raising. Grants from the Swedish International Development Agency and Unesco were used to purchase materials that the Chiwanda people could not pay for by themselves.

After the gardening and poultry enterprises had been established, two domestic science teachers from the local school conducted seminars in nutrition. Though nutrition education was a major goal of the project, it was undertaken last so that there would be food available when the people wanted to use what they had learned.

An evaluation of the project showed that it had a positive impact on the knowledge, skills, and attitudes of the people. Farmers gained management and self-evaluation skills. Two acres of orange trees and pineapples and an acre of vegetables had been planted in each participating village, while the poultry unit had earned a significant income. (Sources: Masisi, 1980; and Sachsenmeier, 1978. For more information, contact: Institute of Adult Education, P.O. Box 20679, Dar es Salaam, Tanzania.)

INCOME PROJECT INVOLVES WOMEN IN KENYA AND THE PHILIPPINES. The belief that people learn best when they see how their learning activities relate to their needs led World Education, Inc., working with Tototo Home Industries of the National Christian Council of Kenya (NCC) and the Rural Reconstruction Movement in the Philippines (PPRM), to establish a non-formal education program for rural women's groups. Activities involved a total of 12 villages in Kenya and the Philippines from 1977 to 1979. The project was designed to help unschooled women gain self-confidence by learning about income-generating activities and establishing some of their own.

The women's groups chose local persons as coordinators who, along with staff members of the NCC and the PRRM, underwent intensive training where they learned about learner-centered education, created their own learning materials, and practiced using them. They also learned needs-assessment techniques for interviewing participants and evaluating project activities.

At group meetings participants came up with the ideas for topics to be addressed, then discussed shared concerns and selected the visual learning materials for the income-raising activities they wished to start. To facilitate learning, resources and expertise were sought first in the group, then from the community and outside agencies. A variety of projects were initiated. In the Philippines, for example, one group elected to start a pig-raising project. The coordinator used games to encourage self-reliance and cooperation, and pig-raising posters and a tape-recording of an open-ended drama to stimulate discussion about information that group members needed to start the project. In addition, local residents experienced in pig-raising came to speak to the group. In Bomali, Kenya, a group started a bakery. To raise capital, the women sold traditional handicrafts. Two members were then sent to a training course where they learned bread baking. The women formed teams, each baking twice a month in a bakery with two ovens. A kiosk has been constructed where the women sell tea and bread.

Project planners set up a comprehensive ongoing evaluation scheme that would give information about predetermined indicators of project success, as well as about unanticipated successes identified by villagers. Data were collected before, during, and at the end of the project. Participants, spouses, non-participating community members, village officials, and staff members took part in the evaluation. Weekly logs and monthly reports gave information about group activities, and in addition, field-work supervisors reported external events that might have influenced project activities. Finally project staff, educators, government officials, evaluation consultants, and representatives from other agencies working in the villages attended an evaluation workshop. Findings from Kenya show that the women had become more confident about earning an income, participating in self-help activities, and reaching their personal goals. The number of women holding public office increased, showing that they were more integrated into the social and political sides of village life. (Source: *World Education Reports*, No. 22, July 1980.)

KOREAN PROGRAM STRESSES LOCAL INITIATIVE. The Korean Community Based Integrated Rural Development (CBIRD) program is a participatory project started in 1973 by the Save the Children Federation/Community Development Foundation (SCF/CDF), and supported by the US Agency for International Development, the Korean government, and SCF/CDF. This program, which stresses local initiative, is run in conjunction with an intensive rural development campaign, the SAEMAUL UNDONG (New Community Movement), organized by the Korean government in 1971.

CBIRD programs operate in administrative units which cover 8-20 villages each. The organizational system in each area consists of a Community Committee, Field Coordinators, and a Community Center. The Community Committee, composed of representatives chosen by consensus, makes decisions and sets goals for projects, evaluates them, and reports to the people during annual meetings. The Field Coordinators, who undergo three months' intensive training by the CDF followed by field work under the supervision of experienced coordinators, are responsible for organizing the Committee, advising villagers, and identifying resources and linkages with government agencies and other organizations. The Community Center in each area serves as a venue for meetings, training, recreational activities and health services, and generates a cooperative spirit among villagers.

Based on community needs identified through surveys undertaken by villagers, a variety of projects have been initiated. Examples include vinyl greenhouses built in Chunsong, and a credit union established in Sanbuk. Training programs are an integral part of the CBIRD program. Three categories of training are offered: Community Basic Skills Training, Intermediate Training, and Advanced Management Training. Basic Skills Training in such areas as agriculture, animal husbandry, cottage industry, child care, family planning, and nutrition attracts the most students.

Training of local leaders features prominently in CBIRD activities. Such training programs vary from two to ten days, and may include field trips to various areas where CBIRD programs are operating. Particular attention is given to the training of women both in basic skills and in leadership. Courses are taught by Field Coordinators or other local experts. In some cases Field Coordinators arrange for villagers to attend courses already established in one of the many rural training institutions in Korea.

CBIRD also seeks to collaborate with the formal school system — for example, by providing funds for classroom furniture, library books and teaching aids. Observers note that since the schools generally serve more than one village, these activities help to foster links between villages and build a regional sense of community.

While the impact of CBIRD projects on Korean communities has been substantial, observers note that the poorest of the poor — who are often isolated, have low social status, and lack even the minimum prerequisites to takes advantage of most projects — are not reached by CBIRD programs. (Source: Coombs, 1980.)

COMMUNITY INVOLVEMENT IS HEART OF NIGERIAN HEALTH PROGRAM. Operated by the Church of the Brethern Mission in cooperation with the Church of Christ in Nigeria, the Lardin Gabas Rural Health Programme stresses community involvement to help prevent disease and maintain health.

The program, which reached 47 villages in 1977, operates only in areas where a strong interest has been shown in forming village health committees (VHCs). The VHC, which consists of the village head, ward leader, and an elected farmer representative from the ward, is directly responsible for carrying out the health program. It organizes meetings, supervises village health workers (VHWs), and oversees the building and furnishing of the village health post. Funds, equipment, and labor are expected to come from all the villagers. After the health post has been constructed, the program borrows money to purchase medicine and equipment. This is repaid from fees charged for services.

Each VHC selects six candidates (three men and three women) for the position of village health worker (VHW), based on criteria that minimize the influence of local politics. Candidates must be married; between 25 and 45 years old; able to speak, read, and write Hausa; be respected by the various groups in the community; and possess such qualities as an ability to tell good stories and learn new ideas.

Two of the six candidates (a man and a woman) are selected to attend a 3-month training program at the referral hospital. Trainees are expected to collect the money for transport and training from all villagers. They are not accepted if their donated money has come from only a few persons or families. Once accepted, the candidates sign a contract regarding salary and work commitments.

Training emphasizes health education and the basics of disease prevention. Parables, drama, songs, and riddles are used extensively as these are the traditional learning methods. The trainees, who are urged to cooperate with doctors whenever possible, also learn how to diagnose and treat common diseases and when to refer patients to one of the ten dispensaries in the program area. Dispensary attendants visit each health post twice a month and are responsible for supervising the medical treatment given by the VHWs. Every 6 months, VHWs are required to attend a one-week refresher course at the training center.

A member of the program's teaching staff visits each post twice a year to teach new material, observe the VHW at work, and provide special classes for the villagers. Observers note that villagers participate enthusiastically in the program and show increased awareness of practices that lead to better health. (Source: Barrow, 1977. Project Address: Church of the Brethern Mission, Garkida, Nigeria.)

WOMEN OPERATE OWN COOPERATIVE IN MALI. Soap-making, cloth-dyeing, and a mill for grinding millet provide income for the 52 members of the Markala Women's Cooperative in Mali. The cooperative was started in 1975 by a group of women who had found that their income from selling vegetables and prepared foods, spinning cotton, and artisanry was not enough to meet the rising costs of food, school fees, and medicine.

Though some outside funding has been received from the Canadian University Students Overseas (CUSO), the American Friends Service Committee (AFSC), and the *Femmes et Developpement* project (FEDEV) of the Malian Ministry of Rural Development, the Markala women have financed most of the cooperative's activities from their earnings. The cooperative encourages the development of self-reliance by utilizing a participatory approach to organizing and managing the cooperative and by drawing upon local and outside experts only as needed and on a short-term basis.

Deciding to work in areas that they already knew, the women asked local experts to teach them improved cloth-dyeing and soap-making techniques. They also sent two representatives to a 1977 training program on cloth-dyeing at Banjul, The Gambia. In 1979, the cooperative asked a Ghanaian soap-making expert from the Technology Consultancy Centre (TCC) at Kumasi, Ghana, to help them improve the quality of locally made soap. During his three-day visit, the technician and the women experimented with different techniques and developed plans for building a soap-works based on a TCC model.

When the technician returned several months later, soap-making tanks and other equipment had been built by local craftsmen. During his week-long stay, the tanks were installed and the women learned how to use the new soap-making techniques. After the technician left, the women continued experimenting until their product was comparable to any industrially produced soap in Mali.

In 1980, a formal evaluation was conducted after the cooperative asked for technical assistance in assessing their financial situation and for advice on how to increase revenues. The evaluator, an expatriate who had had four years of experience in working with Malian women, concluded that, though the cooperative was under-capitalized and members needed to develop business and management skills, the group was cohesive and self-confident. The evaluator attributed this to the process through which members adopted project strategies, responded to problems as they arose, and attempted to address concerns such as how to market their cloth, how to manage their revenue, and how to manage internal conflicts. (Sources: Caughman, 1980; Caughman and Thiam, 1980. For more information, contact: West African Women and Development Program, American Friends Service Committee, 1501 Cherry Street, Philadelphia, Pennsylvania 19102, USA.)

Readers are referred to previous issues of The NFE Exchange *for additional examples of participatory projects. In particular, "New Roles for Health Workers" (No. 15, 1979/1), "Literacy and Development" (No. 17, 1980), and "Education and Agriculture" (No. 19, 1980) present several projects that demonstrate local initiative in planning, implementation, and evaluation.*

Select Bibliography on Participation

Listed below are select documents from the NFE Information Center library. The NFE Exchange *encourages readers to share their materials and ideas through direct contact with one another and to continue to keep us apprised of new and interesting efforts to incorporate the concept of participation in all development programs.*

Barndt, Deborah. *Education and Social Change: A Photographic Study of Peru.* 1980. Kendall/Hunt Publishing Company, Dubuque, Iowa 52001, USA. (US $19.95.) An in-depth case study of the personal and social change experienced by migrant women in an urban literacy program in a low-income area of Lima, Peru. The author applies Paulo Freire's concept of the "conscientization process" — that is, "the development of a critical social consciousness" — to the Peruvian context. Five major themes are developed through photographs and written text. The themes include: (1) the context, which is established by describing socio-historical processes, recent political history, the educational system, institutional framework, and the urban migrant environment; (2) contradictions in social situations; (3) the connection between the psychological experiences of the participants and the social realities with which they must deal; (4) the importance of immediate concrete experiences as a basis for providing authentic and relevant field research; and (5) the research process as an ongoing tension between objective and subjective reporting and analysis of the data collected. The author views these themes as critical elements in any educational program that seeks to promote social change. She also analyzes and critically compares several theories of "conscientization" in light of her study. Of particular value for development planners and researchers in participatory development programs, especially in urban areas of Latin America. 392 pp.

Barrow, R. Nita. "Rural Basic Health Services: The Lardin Gabas Way." *Contact 41.* October 1977. Christian Medical Commission, World Council of Churches, 150 Route de Ferney, 1211 Geneva 20, Switzerland. Describes the Lardin Gabas Health Programme, a community-oriented program in eastern Nigeria that uses traditional story-telling as a teaching method and encourages the active involvement of all the villagers in program design and management. Village health committees are responsible for selecting and supervising villagers who serve as village health workers. pp. 1-8.

Bhagat, Saroj, Narendra Bahadur Bam, and Michael V.d. Bogaert sj. *Participatory Evaluation of an Adult Education Programme, The Case of Bero Block in Ranchi Dt.* 1981. Available from Non-Formal Education Information Center, Institute for International Studies in Education, Michigan State University, 513 Erickson Hall, East Lansing, Michigan 48824, USA. A case study of a two-day workshop held in February 1981 to evaluate the adult education program of the Xavier Institute of Social Services in Bero, about 22 miles (35 km) southwest of Ranchi, India. Village instructors, learners, farmers and village leaders attended the informal, open-air meetings. They discussed effects of the program, and their views about the future of the adult education program. 13 pp. + appendix.

Bryant, Coralie and Louise G. White. *Managing Rural Development: Peasant Participation in Rural Development.* Kumarian Press Development Monograph No. 1. 1980. Kumarian Press, 29 Bishop Road, West Hartford, Connecticut 06119, USA. Outlines ways of increasing the participation of small farmers in the planning and implementation of different kinds of rural development projects. The authors discuss the problems encountered in attempts to foster collective endeavors, such as farmer organizations, cooperatives, credit unions, and self-help groups. The report also discusses the reorganization of agricultural extension services and outlines management strategies to encourage participation. These include building on the natural interests and primary goals of the local population, using local leadership, and developing linkages between local groups and external sources of support. The importance of evaluation as an integral part of project management is stressed. 56 pp.

Cain, Melinda. *Enhancing the Role of Women in National Development through Development Training Programs.* 1980. Office of International Programs, Denver Research Institute, University of Denver, P.O. Box 10127, Denver, Colorado 80208, USA. Reports the results of the Development Training Forum (DTF) program, developed by the Denver Research Institute. Initially designed to train women in program planning and implementation, the DTF consists of a six-step participatory model which elicits local input at each level through such techniques as brainstorming and group consensus. The author focuses on DTF project activities in Thailand and Colombia, 1978-80, to highlight the DTF philosophy of using local participants, particularly women, to assist in promoting the flow of technology to rural areas. The author suggests that the DTF model can be used in workshops that address a variety of topics in various cultural settings. She also describes how the DTF can be modified when applied in different organizational contexts, both at the local and national levels in developing countries. Cain concludes that although DTF methods can be particularly useful for development programs seeking to encourage the participation of women, this type of program encourages more effective use of all human resources in development activities. 44 pp.

Callaway, Helen (ed.). *Participation in Research: Case-Studies of Participatory Research in Adult Education.* n.d. Netherlands Centre for Research and Development in Adult Education (Studiecentrum ncvo), Postbus 351, 3800 AJ Amersfoort 3821000, Netherlands. A collection of case studies prepared for an international forum held in 1980 in Ljubljana, Yugoslavia, which demonstrates participatory research strategies in Asia, North America, Latin America, Africa, and Europe. 127 pp.

Caughman, Susan L. *New Skills for Rural Women.* n.d. American Friends Service Committee, 1501 Cherry Street, Philadelphia, Pennsylvania 19102, USA. Reports the results of a training program held in Banjul, The Gambia (June 7-15, 1977), in which Malian women learned tie-dyeing and batik-making skills from members of the Gambian Artisans Marketing Cooperative (GAMCO). The author concludes that the program was beneficial to participants from both countries. Gambian women recognized the effectiveness of group action, and gained publicity and support for their activities. The Malian women shared their newly acquired skills with members of eight community development centers. Those centers subsequently produced and marketed cloth with Gambian designs and colors. 19 pp.

Caughman, Susan L. *Women at Work in Mali: The Case of the Markala Cooperative.* 1980. Available from Ford Foundation, 320 East 43rd Street, New York, New York 10017, USA. An evaluation report of the five-year experience of the Markala Women's Cooperative, prepared for the Ministry of Rural Development of the Republic of Mali, and the West Africa Office of the Ford Foundation. The author examines the cooperative's impact on the social and economic status of women involved and analyzes in detail the financial constraints experienced by the cooperative. 93 pp.

Caughman, Susan L. and Mariam N'diaye Thiam. "Soap-Making — The Experiences of a Woman's Co-operative in Mali." *Appropriate Technology.* Vol. 7, No. 3, December 1980. Intermediate Technology Publications Ltd., 9 King Street, London WC2E 8HN, England, UK. Describes the experiences of the Markala cooperative in Mali. Begun by a group of women in 1975, the cooperative dyes cloth, makes soap, and operates a mill for grinding millet. Although the women have occasionally sought outside help, they have generally been responsible for planning and managing the cooperative on their own. pp. 4-6.

Cohen, John M. and Norman T. Uphoff. *Rural Development Participation: Concepts and Measures for Project Design, Implementation and Evaluation.* Rural Development Monograph No. 2. 1977. Rural Development Committee, Center for International Studies, Cornell University, 170 Uris Hall, Ithaca, New York 14853, USA. Develops a framework for assessing rural development participation at the project or local level. The authors use the CADU Project (Chilalo Agricultural Development Unit) in Ethiopia to test the application of their framework and examine theoretical concepts and practical issues. Among the issues discussed are (1) the effects of structural project characteristics and the local social, political, and economic environment on participation; and (2) the quantitative and qualitative variables that may be used when measuring participation. Patterns in the CADU Project are described and analyzed according to four levels of participation: decision-making, implementation, benefits, and evaluation. The authors conclude there is no framework that can be uniformly applied or criteria that can be generalized for assessing participation in all development situations. Rather, such applications must be flexible enough to account for the combination of variables present in a particular project. 317 pp.

Coombs, Phillip H. (ed.). *Meeting the Basic Needs of the Rural Poor: The Integrated Community-Based Approach.* 1980. Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523, USA. (US $15.00.) A collection of analytical case studies reporting the findings of a unique cooperative research project directed by the International Council for Educational Development. Focusing on the complex implementation problems associated with participatory development, the report describes in detail rural programs in Bangladesh, India, Indonesia, Sri Lanka, South Korea, and Thailand. The studies cover the evolution and operation of projects related to health and family planning, nutrition and food production, rural industry and employment, and the status of rural women and children. Also discussed are the relevant educational, organizational, and financial issues for each case. Among the conclusions summarized from comparative analysis of the case studies are: (1) people who wish to initiate rural assistance programs should have a thorough understanding of the lifestyle and economic, political, and social circumstances of the rural poor; (2) the efficiency and effectiveness of any community-based program depend on the careful selection, training, and support of the local "front-line" workers or program facilitators; (3) the development process is an important educational experience in itself; (4) well-designed voluntary programs should be encouraged to assist and supplement government rural development efforts. This insightful and in-depth presentation of case studies can be an important resource for persons involved in community development programs. 816 pp.

Dall, Frank. "Theatre for Development: An Appropriate Tool for Extension Communication and Non-formal Education in Zambia." *Educational Broadcasting International: A Journal of the British Council.* Vol. 13, No. 4, December 1980. Peter Peregrinus, Ltd., Station House, Nightingale Road, Hitchin, Hertfordshire SG5 1RJ, England, UK. Reports the results of a workshop conducted in Zambia to demonstrate the use of theater as a development strategy. The author describes how theater and drama techniques can be used in development projects as a means of actively involving local participants. He points out that this encourages dialogue among the participants that can serve as one type of vehicle for problem identification and solution. Of value to development planners looking for ways to increase local participation in projects and programs. pp. 183-186.

Dixon, Ruth B. *Assessing the Impact of Development Projects on Women.* AID Program Evaluation Discussion Paper No. 8. 1980. Office of Women in Development and Office of Evaluation, Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA. Methods of project-evaluation now in use are inadequate for providing an accurate assessment of the accompanying social effects on Third World women. So Ruth Dixon concludes in this report analyzing evaluations available for 32 selected development projects in which women were the intended beneficiaries. Initially, the report catalogues the projects according to purpose (those designed to increase productivity versus those designed to improve welfare) and sector (e.g., agriculture, education, health, community organization). The projects are then analyzed according to intended beneficiaries, the means used to achieve stated purposes, and their treatment of women's roles. In looking at the adequacy of the treatment received by women, Dixon rates the development projects on three factors: (1) extent of women's participation in decision-making; (2) extent of their direct access to project benefits; and (3) immediate and long-term effects on women's social and economic status (both in terms of absolute changes and changes compared to the status of men in the family or household and within the community). She then offers a series of thought-provoking "lessons learned" for each aspect of women's participation, with suggestions for a more suitable evaluation system. An important resource for development planners, administrators, and evaluators. 105 pp.

Drummond, Therese. *Using the Method of Paulo Freire in Nutrition Education: An Experimental Plan for Community Action in Northeast Brazil.* Cornell International Nutrition Monograph Series No. 3. 1975. Division of Nutritional Sciences, Cornell University, Savage Hall, Ithaca, New York 14853, USA. (US $3.00.) Presents one woman's attempt to help the citizens of four rural villages in Brazil develop a critical awareness of the causes and consequences of child malnutrition and to take action to alleviate it. After the author had investigated the nutritional habits of the villagers, a series of community meetings were held to discuss the problem. Poster "codes" stimulated dialogue, which led to a plan involving elected community members as coordinators to keep track of the growth of children in their areas, and to give parents advice on sources of protein and medical help. 54 pp.

Esman, Milton J., Royal Colle, Norman Uphoff, and Ellen Taylor. ***Paraprofessionals in Rural Development.*** **1980. Rural Development Committee, Center for International Studies, Cornell University, 170 Uris Hall, Ithaca, New York 14853, USA. (US $5.00.)** Provides theoretical insights and practical suggestions for designing activities that utilize paraprofessionals in rural development roles. Focusing on health, agriculture and community development programs, the report describes the types of project tasks that can be performed by paraprofessionals, employment issues, the type of supervisory structure required, and how using paraprofessionals from the local population facilitates community project participation. Particularly useful for government officials and volunteer agency personnel involved in rural development projects. 149 pp.

Fayossewo, Antoine Apelete. ***Quand les Paysans Participent . . . La Relance du Mouvement Cooperatif au Mali.*** **Campagne Mondiale contre la Faim/Action pour le Developpement (CMCF/AD): Experiences et Resultats 10. 1980. Food and Agriculture Organization of the United Nations (FAO), Via delle Terme di Caracalla, 00100 Rome, Italy.** Reports on efforts begun in 1974 after the Sahelian drought to revive the cooperative movement in the 6th Region of Mali. The success of Malian cooperatives is attributed, among other things, to popular participation in planning and implementation, recognition of traditional social relations, and governmental and international support. In French. 39 pp.

Food and Agriculture Organization of the United Nations (FAO) and the United Nations Development Programme (UNDP). ***Asian Survey of Agrarian Reform and Rural Development. "Starting From Below": Regional Project Findings and Recommendations.*** **AG:DP/RAS/72/024. Terminal Report. 1977. FAO, Via delle Terme di Caracalla, 00100 Rome, Italy.** Reports the results of a UNDP/FAO-sponsored project designed to identify the factors that have limited the active participation of small farmers in agricultural and rural development programs in Asian countries. The sequence of project activities was as follows: (1) in each country workshops were conducted in the field for government officials and small-farm representatives as part of the problem-identification process; (2) a regional follow-up seminar was then convened to discuss and recommend how governments could improve agricultural services to rural populations by encouraging more grassroots participation in program development; and (3) field action projects, utilizing the seminar's recommendations, were then implemented in three of the countries — Nepal, Bangladesh, and the Philippines. The report contains detailed recommendations based on these field action projects. Among other things, it recommends expanding and replicating field action programs for small farmers and limiting external assistance to encourage greater reliance on local resources. The importance for future development of effective mobilization of local resources is emphasized, if a better balance is to be realized between governmental goals of higher productivity and rural stability and the needs of rural populations for better employment opportunities and a larger voice in development decision-making. 54 pp.

Fordham, Paul (ed.). ***Participation, Learning and Change: Commonwealth Approaches to Non-Formal Education.*** **Publications Section, Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX, England, UK.** Edited papers prepared for a 1979 conference on non-formal education, held in New Delhi. Presents many important themes in non-formal education that are identified in the papers and reflects discussions and concerns of conference participants — such as how to reach special target groups (e.g., women), design appropriate curricula, and conduct appropriate research and evaluations. The book also includes useful case studies. 223 pp.

Frankel, Larry. "Small-Small Catch Monkey. Nonformal Education and Public Health in Ghana." ***World Education Reports.*** **No. 23, April 1981. World Education, Inc., 251 Park Avenue South, New York, New York 10010, USA.** Describes how members of a rural community in Ghana obtained a sanitary water supply and a health clinic for their village through self-help efforts. Instrumental to their success was the combination of good leadership, a willingness to solve their own problems, timely outside assistance, and the use of innovative non-formal education strategies. Particularly effective was the use of "one-day schools," in which dramatic skits performed by the village cultural group for local officials and the community-at-large helped to focus attention on community problems and potential solutions. pp. 3-5.

Hall, Budd L. and J. Roby Kidd (eds.). ***Adult Learning: A Design for Action.*** **1978. Pergamon Press, Ltd., Headington Hill Hall, Oxford OX3 OBW, England, UK. (US $13.00.)** A collection of twenty-four papers selected from the proceedings of the 1976 International Conference on Adult Education and Development held in Dar es Salaam, Tanzania. The papers reflect the conference theme of stressing development strategies that recognize the centrality of adult education and encourage popular participation in decision-making. Topics covered include: conceptual and theoretical issues in adult education as they relate to development; case studies in member states of the Arab League, Guinea Bissau, Hungary, Indonesia, Mozambique, and Vietnam; and ways to increase local participation in development. The book concludes with an interview with Paulo Freire and a summary of the recommendations developed by the conference participants. A complete listing of all conference papers and the names and addresses of the presenters is also provided. 335 pp.

Hudson, Heather E. "Community Use of Radio in the Canadian North." In Peter R. Spain, Dean T. Jamison, and Emile A. McAnany (eds.), ***Radio for Education and Development: Case Studies. Vol. 2.*** **Bank Staff Working Paper No. 266. 1977. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.** Describes a project that sought to involve people in remote areas in the planning, operation, and evaluation of their own communication system. Initial interviews and observations suggest that while it was too early to attribute social change to the project, service benefits and gains in knowledge and skills had been attained. pp. 383-414.

Ismawan, Bambang. "Usaha Bersama Movement." ***CENDHRRA Network Newsletter.*** **No. 18, October 1978. Centre for the Development of Human Resources in Rural Asia (CENDHRRA), 2230 Narra Street, United Paranaque I, Paranaque, Metro Manila, Philippines.** Describes the *Usaha Bersama* (UB) movement in Indonesia, noting that one of its strengths lies in its support of groups forming pre-cooperatives. As a local institution, UB stresses traditional values and enables people to develop self-confidence through self-discovery and self-help. The author concludes that the future of the movement will be determined in part by the ability of its leaders to identify with the needs of the people and to help them discover what they can do by themselves. pp. 2-3. (Also of interest is "In-Built Participative Evaluation of 'Usaha Bersama' Movement" [*CENDHRRA Network Newsletter*, No. 23, August 1980, pp. 3-4] which discusses evaluation procedures.)

Kindervatter, Suzanne. *Nonformal Education as an Empowering Process.* 1979. Center for International Education, University of Massachusetts, 285 Hills House South, Amherst, Massachusetts 01003, USA. (US $5.00.) Presents a view of non-formal education as an "empowering process" that allows individuals to exercise more control over the decisions, resources, and institutions affecting their lives. The author maintains that this role for non-formal education is consistent with Third World development strategies that are needs-oriented, indigenous, self-reliant, ecologically sound, and based on transforming social structures to create conditions for self-management and participatory decision-making. NFE projects in Thailand and Indonesia are analyzed to illustrate the major characteristics of the author's theory. There are guidelines for program developers in designing such NFE programs. 294 pp.

Kinsey, David C. *Participatory Evaluation in Nonformal Education.* 1979. Available from Non-Formal Education Information Center, Institute for International Studies in Education, College of Education, Michigan State University, 513 Erickson Hall, East Lansing, Michigan 48824, USA. Describes participatory evaluation from the standpoint of the practitioner, and considers planning approaches and methods that can make it adaptable to and useful in non-formal education. The author lists the following as objectives for a participatory approach: (1) to increase the accuracy and utility of data; (2) to be more open to the unanticipated; (3) to promote learning to improve awareness and communication; (4) to increase the participants' motivation and commitment; and (5) to develop outside understanding and support for programs. The report delineates some important considerations to be examined in making decisions about increasing the levels of participation. Kinsey reviews several old and new models of participatory evaluation, including the participant reaction evaluation, participant program-goal-achievement evaluation, and participant program-system assessment. He cautions that although these models have a place, they need to be adapted to the local characteristics of non-formal education programs to be effective. 20 pp.

Korten, Frances F. "Stimulating Community Participation: Obstacles and Options at Agency, Community and Societal Levels." *Rural Development Participation Review.* Vol. 2, No. 3, Spring 1981. Rural Development Committee, Center for International Studies, Cornell University, 170 Uris Hall, Ithaca, New York 14853, USA. Discusses how specific features of local communities, societies, and development agencies can work against effective popular participation. Based on several case studies from Africa, Asia, and Latin America, the author concludes that projects often fail because these obstacles were not taken into account in planning and implementation. Finally, the author acknowledges that the changes in attitudes, social relationships, and allocation of resources that are required to make participatory development successful take time. Nevertheless, she maintains that successful experiences confirm the need to work for such changes. pp. 1-6.

Lewycky, Dennis (compiler). *Tapestry – Report from Oodi Weavers.* Working Paper No. 11. August 1977. National Institute for Research in Development and African Studies (NIR), Documentation Unit, University of Botswana and Swaziland, Private Bag 0022, Gaborone, Botswana. Describes and evaluates a successful rural industrial experiment that began in Botswana in 1973. The weaving factory is designed to train and employ about 50 weavers, foster broad-based economic development, and produce a replicable model. The self-sustaining enterprise is owned and managed by the production workers. Ongoing project evaluation records the experience of change as it is felt by villagers and workers. The factory's success or failure is measured through the judgments of people directly affected. Participant observation and quantitative surveys are methods used in the evaluation. The report assesses project replicability and identifies issues and problems of "filtered down" village development. 273 pp.

Masisi, Yohana K.C. "The Chiwanda Nutrition Education Project." *Journal of Adult Education – Tanzania.* No. 2, August 1980. Institute of Adult Education, P.O. Box 20679, Dar es Salaam, Tanzania. Describes the history of the Chiwanda Nutrition Education Project in Tanzania and discusses its efforts to actively involve participants in all phases of the project. The author suggests that there are three types of participation — nominal, consultative, and responsible — and concludes that the Chiwanda project is representative of the last and highest type of participation. The success of the project can be attributed, in part, to its efforts to give each participant the opportunity to discuss issues, exert influence, vote, and know by what process decisions are reached. pp. 9-17.

O'Sullivan-Ryan, Jeremiah and Mario Kaplun. *Communication Methods to Promote Grass Roots Participation for an Endogenous Development Process.* 1979. Conferencia Episcopal Venezolana, Apartado 4897, Caracas, Venezuela. A general study, in two parts, of participatory communication experiences and research in Latin America. Part I begins by outlining origins and concepts. Chapter 2 summarizes the efforts of several organizations to promote participatory communication. Chapter 3 describes relevant projects in a number of South American countries and two radio projects that operate in most countries of the continent. Chapter 4 offers an extensive annotated bibliography. Part II is an evaluation of two participatory communication approaches — experimental, short-term projects and long-term, institution-building projects. The authors conclude that frequently politics contribute to the failure of projects that seek to encourage popular participation. 243 pp.

Participatory Research Project. *Working Papers.* International Council for Adult Education, 29 Prince Arthur, Toronto, Ontario M5R 1B2, Canada. A series of working papers by various authors focusing on research methods that involve the people being studied in the process of gathering and using information about their community. In No. 1, *Creating Knowledge: Breaking the Monopoly*, Budd L. Hall describes participatory research as part of the total educational experience in that it combines community participation in decision-making with qualitative methods of social investigation (15+ pp.). In No. 3, *Participatory Research: Research with Historic Consciousness*, Bonnie J. Cain discusses how the philosophy and behavior of the researchers can influence the creation of an atmosphere conducive to local participation (29+ pp.). No. 4 (1977) provides *A Select and Annotated Bibliography on Participatory Research*, organized by geographical area and designed for practitioners in the field (23 pp.). In No. 5 (1978), Ross Kidd and Martin Byram present *A Technique for Participatory Research* which describes how popular theater can be used to increase the self-confidence of research participants, and create the kind of reflection on local problems which leads to community action (36 pp.).

Rogers, Everett M., Nat J. Colletta, and Joseph Mbindyo. "Social and Cultural Influences on Human Development." In Peter T. Knight (ed.), *Implementing Programs of Human Development.* World Bank Staff Working Paper No. 403. 1980. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA. The authors argue that an integrated approach to development programming must take into account both structural and psycho-social changes to achieve behavioral change in the target population. The paper examines how indigenous socio-cultural forms, including traditional leadership roles and communication systems, and indigenous organizations and knowledge systems can enhance or deter development efforts. Stresses the need to involve the poor not only as users of a program, but also in its planning and management phases. To this end, the authors advocate decentralizing down to the community level and encouraging self-help efforts. Finally, policy issues are discussed. pp. 235-309.

Roy, Rati Ranjan, M.D. Shahabuddin, and Nizam Uddin Ahmed. *Participatory Action Research in Bangladesh: An Experience of the Village Education Resource Center (VERC).* n.d. VERC, G.P.O. Box 421, Dacca, Bangladesh. An analytical report of a two-year project conducted at the VERC, describing experiences with various research methodologies developed for application in field participation research. Project outcomes included identification of themes important in participatory research as well as an increased self-confidence among the field researchers, many of whom were members of the local population. 48 pp.

Sachsenmeier, Peter (ed.). *Basic Education: Reflections on Participatory Curriculum Development and Planning.* 1978. German Foundation for International Development, Education and Science Branch, Simrockstrasse 1, 5300 Bonn, West Germany. A review of some of the work conducted by the Basic Education Sections of the German Foundation for International Development. "Curriculum and Educational Development in Third World Countries" by Peter Sachsenmeier discusses the implications of participatory curriculum development and planning policies. "Four Case Studies" by Josef Muller reports on innovative projects in Kenya, Uganda, and Tanzania. The "Basic Education Bibliography" by Annemarie Welzel lists books available in the Foundation's education library. 56 pp.

Srinivasan, Lyra *Perspectives on Nonformal Adult Learning.* 1977. World Education, Inc., 251 Park Avenue South, New York, New York 10010, USA. (US $5.00.) The author begins by identifying the various factors which give non-formal education its distinctive character. She describes current theories of adult learning, including the ideas of Knowles, Freire, Maslow, Rogers and Illich, all of whom advocate extensive learner participation in and control of the learning process. Drawing on examples from Thailand, Turkey, Ethiopia, Bangladesh, Ghana, the Philippines, and the United States, Srinivasan describes three approaches to non-formal education: (1) the development of problem-solving abilities; (2) the development of coping skills for dealing effectively with the environment; and (3) the development of self-awareness and realization of the individual's potential to take practical action. The author concludes with a set of assumptions about these approaches which provides a philosophical basis for future directions in adult non-formal education. Appendices include exercises useful for training trainers and field staff, and examples of learning materials and feedback devices. 122 pp. (Also available in Spanish.)

Stanley, Joyce, with Alisa Lundeen. *The Audio Cassette Listening Forum: A Participatory Women's Development Project.* 1978. Office of Women in Development (PPC/WID), Agency for International Development, Department of State, Washington, D.C. 20523, USA. Final report of a pilot project which involved Tanzanian women in surveying their own needs and resources, formulating and implementing action plans, and evaluating results. Reflects the philosophy that development research involve people in improving their lives. Locally produced audio-cassette tapes dramatizing unresolved problems stimulated discussions of causes and solutions. Resulting activities included forums on health and nutrition; latrine construction; cooperative basket-making, gardening, and sewing; and construction of a cooperative shop. The report concludes that participatory research can effectively involve women in actions directly beneficial to them, and that audio cassettes are a useful and inexpensive tool in the process. 114 pp.

United Nations Secretariat. *Innovative Approaches to Popular Participation in Development: An Annotated Bibliography.* ESA/SDHA/Misc. 18. 1976. United Nations Secretariat, Social Development Division, Centre for Social Development and Humanitarian Affairs, Department of Economic and Social Affairs, One United Nations Plaza, New York, New York 10017, USA. Provides a select listing of monographs, articles, and documents dealing with theoretical, practical, and problematic issues of popular participation in development. To reflect the present state of research and discussion on the subject, publications since 1970 that outline innovative approaches to participation are included. Contains a key word index to assist the user in locating titles of particular interest. 40 pp.

Vio Grossi, Francisco. "The Socio-Political Implications of Participatory Research." *Approach.* No. 11, 1981. International Agricultural Centre, Lawickse Allee 11, Wageningen 6700 AE, Netherlands. Discusses how participatory research relates to the socio-political context in which it operates. The author views participatory research as an ongoing process of observation, analysis, and action in which those involved become increasingly better able to analyze their problems and thus increase their level of social awareness. Vio Grossi criticizes as "manipulative tools" for more traditional research those forms of participatory research that do not hold social transformation as a major goal. He maintains that research becomes more scientific to the degree that increased participation allows people's perceptions to be integrated into the analysis. Finally, he offers a strategy of seven interlinked phases for determining the readiness of participants to implement social change through collective action. pp. 28-35.

Von Hahmann, Gail. *Collaborative Programming in Non-Formal Education.* 1978. Center for International Education, University of Massachusetts, 285 Hills House South, Amherst, Massachusetts 01003, USA. (US $2.50.) Traces the origins of collaborative programming and describes its role in non-formal education as a process that facilitates social change and enables individuals to improve their life situations by understanding their own needs, resources, and desires, and those of the people they work with. Also highlights characteristics of such programming and the training of an effective program

staff. Of particular interest is a discussion of the stages in collaborative programming which include: exploration, establishing the program, evaluating the project, establishing collaborative procedures, and implementing the program. 55 pp.

Warden, John W. *Citizen Participation: What Others Say . . . What Others Do . . .* 1980. Mid-Atlantic Center for Community Education, School of Education, University of Virginia, Charlottesville, Virginia 22903, USA. Provides a catalogue of useful means for encouraging citizen participation. Among those included are citizen advisory committees, community schools, community resource/information centers, parent involvement councils, and self-help groups. In addition, Warden cites important references for further information, and lists key questions to use when selecting means. 24 pp. The Mid-Atlantic Center for Community Education has a number of publications available which address important issues in adult and community education.

Wesseler, Matthias (ed.). *Participatory Learning and Rural Development.* 1981. Deutsches Institut fur Tropische und Subtropische Landwirtschaft, Postfact 68, 3430 Witzenhausen 1, West Germany. A collection of working papers presenting different points of view on participatory education and rural development. In theoretical discussions and case studies, the authors explore the concept of participation, particularly as it relates to science, technology, and education. Several papers stress the role non-formal education can play to equip people to take active roles in development. In "The Analysis of an Educational Setting — An Anthropological Approach," Helen Callaway links the current emphasis in adult education on involving the learners in their own educational progress with the idea that women, who have often been ignored in development projects, should speak for and about themselves when decisions affecting their lives are made (pp. 35-43). Anton de Schutter, in his paper "La Metodologia y los Procesos de la Investigacion Participativa en la Capacitacion Rural," argues that traditional rural extension methods can be reformed so that farmers will become involved in planning, organizing, implementing, and evaluating agricultural programs (pp. 45-55). (Papers in Spanish, English, or German, with summaries and Preface and Introduction in German and English.)

Guides and Other Practical Materials

Cain, Bonnie J. and John P. Comings. *The Participatory Process: Producing Photo-Literature.* 1977. Center for International Education, University of Massachusetts, 285 Hills House South, Amherst, Massachusetts 01003, USA. (US $2.00.) A practical guide that offers suggestions on using photo-literature to promote participation. After discussing the rationale for learner involvement, the authors present step-by-step guidelines for producing a *fotonovela*. The manual was developed as a result of the authors' experiences in working with organizations in the United States (the New England Farm Workers Council and the New York State Department of Public Health) and one organization in Ghana (the People's Educational Association). 40 pp.

Co-operative Education Materials Advisory Service (CEMAS). *Participative Teaching Methods: A Guide with Specimen Exercises for Co-operative Teachers.* 1981. CEMAS, International Co-operative Alliance, 11 Upper Grosvenor Street, London W1X 9PA, England, UK. Participative teaching is characterized as a method that seeks to encourage students to be active participants, by bringing their own experiences, skills, and ideas to the learning process. This well-organized guide consists of three parts. Several methods, including informal group discussions, case studies, in-tray exercises, role plays, ranking exercises, debating, and business games are first described. This is followed by a section presenting books and readings on adult education and group discussion, the case method, and role playing. Finally, a color-coded section contains samples of materials used with participative teaching methods. 119 pp.

Crone, Catherine D. and Carman St. John Hunter (compilers). *From the Field: Tested Participatory Activities for Trainers.* 1979. World Education, Inc., 251 Park Avenue South, New York, New York 10010, USA. (US $8.00.) This useful resource book, prepared by trainers for trainers, emphasizes learner involvement in training activities. It contains a number of field-tested exercises designed to help participants work effectively with adults. The exercises are described in detail, including the materials and resources required, and anticipated outcomes. The activities are arranged into five groups: Becoming a Learning Group, Discovering Needs, Choosing and Using Methods and Materials, Evaluating Impact and Results, and Planning and Field-Testing Participatory Learning Activities. 148 pp.

Economic and Social Commission For Asia and the Pacific (ESCAP). *Methods and Techniques of Promoting People's Participation in Local Development.* Report of Regional Workshop, 1-15 December 1977. ST/ESCAP/34. n.d. United Nations Economic and Social Commission for Asia and the Pacific, United Nations Building, Rajadamnern Avenue, Bangkok 2, Thailand. Believing that the aim of training is to acquire knowledge, skills, and attitudes to enhance popular participation in the development process, ESCAP organized a Regional Workshop in December 1977 for representatives of member nations. The general objectives were to examine the philosophy, methods, and techniques of promoting popular participation and to develop leadership potential. The report summarizes the two phases of the workshop. Participants first toured innovative rural development projects in India, the Philippines, and Sri Lanka. They then met in Bangkok, Thailand, to synthesize the results of their study tours through discussion and to make recommendations for future regional action. The report discusses the implications of a philosophy of participation for overall leadership characteristics desirable for community workers, training approaches and methodologies, and the outcomes and evaluation of training programs. Appendices include reports of the three study tours, as well as a listing of technical reports and important issues discussed during the workshop. 75 pp.

Srinivasan, Lyra. *Workshop Ideas for Family Planning Education.* 1975. World Education, Inc., 251 Park Avenue South, New York, New York 10010, USA. A kit of materials designed to assist trainers in conducting effective workshops for family-planning field workers. The subject reflects the educational emphasis that family planning, as a major developmental need, has received in recent years. Ideas and activities included stress the importance of participant involvement and interaction

throughout the sessions. Opportunities for peer learning and group problem-solving are also emphasized. Techniques are suggested to help participants deal practically with many of the issues that characterize family-planning education in developing countries; namely, difficulty of communication, resistance to change, bringing about change by developing new attitudes, and ensuring that change is lasting. (Also available in Spanish.)

Terreri, Nancy, Russ Dilts, Craig Thorburn, Ilya Moeliono, and Ibrahim Yunus. *Participatory Techniques for Nutrition Education.* Nutrition Education Project Report, Workshop A, B, and C. 1979. Save the Children, 48 Wilton Road, Westport, Connecticut 06880, USA. Describes three workshops conducted in Indonesia to train local community workers for a participatory health and nutrition project. The first workshop introduced participatory needs-assessment techniques, work-plan design, and development of relevant instructional materials. During the second workshop, the participants used completed assessments of local villages to establish project priorities and goals, as well as develop learning materials based on village needs and problems. In the final workshop, participants field-tested their methods and materials in communities near the workshop site and made plans for training sessions in their own villages. Workshop A, 105 pp.; Workshop B, 110 pp.; and Workshop C, 59 pp.

United Nations Department of Economic and Social Affairs. *A Manual and Resource Book for Popular Participation Training.* ST/ESA/66 (Four Volumes). 1978. United Nations Publications (UNIPUB), 345 Park Avenue South, New York, New York 10010, USA. (US $2.00.) A practical manual in four volumes designed to aid in planning and implementing training activities that stress popular participation in the development process. The manual has two interlocking themes: promoting popular participation through training, and initiating training innovation through popular participation. Volume 1 (34 pp.) explains how to use the materials presented in the manual and includes selected annotated references. Volume 2 (21 pp.) describes innovative training programs in Canada, the Central African Republic, Saudi Arabia, Turkey, Indonesia, Honduras, and the Philippines. Volume 3 (39 pp.) discusses various approaches to training, including creativity training (synectics), a discrepancy model of training design, field training, group dynamics, laboratory training, motivation training, and self-awareness and self-development. Volume 4 (72 pp.) describes specific techniques, such as exercises and games useful for understanding problems and developing skills, attitudes and values. There is a detailed cross-referencing system to help integrate material from the four volumes. Particularly valuable for trainers as a guide in designing participatory training programs and as a source of training activities. it can also assist development program administrators and planners in understanding the relationships between participatory training and project accomplishment.

World Education, Inc., *Facilitator Skills Training Kit.* 1978. World Education, Inc., 251 Park Avenue South, New York, New York 10010, USA. (US $4.00.) A kit of materials designed for trainers who train facilitators or group leaders working with rural adults. Originally developed for a workshop in Indonesia, the materials offer a general guide for planning such participatory learning programs. The kit is organized in two parts: (1) a resource guide provides background on basic training principles, including structured experiences, group content vs. process, communication, feedback and problem solving; (2) three training modules present structured exercises for developing communications skills, observation skills, and leadership styles. The compilers caution that it is up to the users to adapt the kit to the cultural and social context in which training will take place.

Periodicals and Special Issues

***Assignment Children/Les Carnets de l'Enfance.* "Education and Popular Participation." No. 44, October/December 1978. UNICEF, Palais des Nations, 1211 Geneva 10, Switzerland.** This special issue contains several articles on popular participation in non-formal education. One describes a program carried out by six Central American countries to involve villagers in research to determine their learning needs and then prepare appropriate action programs. Another project in Ecuador uses literacy and other flexible educational strategies to emphasize group solidarity and decision-making, self-reliance, and respect for local culture. Four case studies from Botswana using popular theater for community education are included, and the "bench schools" for preschool children in Colombia are also described. Finally, short case studies of 32 programs of participatory community education worldwide are presented. 136 pp. (Articles are in English, French or Spanish.)

***Assignment Children/Les Carnets de l'Enfance.* "Rural Sanitation Technology: Lessons from Participatory Research." Reprint from No. 45/46, Spring 1979. UNICEF, Palais des Nations, 1211 Geneva 10, Switzerland.** A dossier in which Ted Jackson considers the application of a participatory research approach to rural sanitation programs. Noting that sanitation facilities are grossly inadequate in rural areas in many developing countries, and that efforts to improve this situation have been uncoordinated and only partially successful, he examines recent literature on self-reliance, appropriate technology, and popular participation in relation to sanitation and water supply. Jackson identifies as central to participatory research the notion that the most powerless and marginal groups should gather information, analyze it, and act upon it. Thus in participatory research, participation is more than mere involvement, it encompasses control and developing the power of the weakest. He argues that, because of its unique focus on politics and learning, participatory research is one of the most powerful approaches to promoting popular participation in rural sanitation. The reprint concludes with lessons from such research in other areas that may have implications for sanitation technology projects in rural regions.

***Boletin Informativo.* Centro Latinoamericano de Educacion de Adultos (CLEA), Secretariado de Comunicacion Social (SEDECOS), Av. Providencia 2093, Casilla 16.417, Correo 9, Santiago, Chile.** An information bulletin focusing on adult education in Latin America. Two recent issues include articles on participation. In "Evaluacion Participatoria: Medio Eficaz para Mejorar la Accion" (Vol. 9, No. 1, 1980), Sergio Cornejo C. describes the techniques used to evaluate the effectiveness of a five-year, interdenominational training program for church leaders and pastors sponsored by a Chilean theological institution, Comunidad Theologica Evangelica. In "Conciencia Critica versus Cultura de Masas" (Vol. 7, No. 2, 1978), Maria Eugenia

Fontecilla discusses the powerful influence that transnational communications agencies can exert over populations in developing countries through the press, photographs, radio, television, and movies. The author describes how Latin American culture has been affected by "the culture of mass communications," and criticizes the way in which transnational-sponsored media have encouraged conformity of thought rather than the development of a "critical consciousness" among Latin America's people. In Spanish.

***Convergence.* "Special Feature: Participatory Research." Vol. 8, No. 2, 1975. International Council for Adult Education (ICAE), P.O. Box 250, Station F, Toronto, Ontario M4Y 2L5, Canada.** Five articles in this special section argue the importance of involving people as subjects rather than objects in research examining their own lives. The introductory article by Budd Hall lists seven principles of participatory research, stressing the community's role in design, implementation, and interpretation. This is seen as an educational experience which liberates human resources to address common concerns. Other articles provide details of actual approaches and experiences, including work in Tanzania, Chile, and a suburban housing estate in Great Britain. Includes an annotated bibliography. pp. 24-87. (One article is in Spanish.)

***Deeds Dialogue.* Development Education Service, 16-A, Melkota, Denkanikota — 635 107 Dharmapuri DT, India.** An informal newsletter published by the Development Education Service that describes that organization's activities in training volunteers and government practitioners involved in rural development in India. Various issues include articles in which the focus is on participation. In Vol. 6 (October 1979, pp. 3-6), "Participatory Training for Community Development" highlights the importance of using techniques that encourage a high level of interaction between trainer and trainees. Among the effective techniques discussed are personal and group reflection activities, role-playing, and simulation games. The purpose of training is described as creating a critical awareness (as conceived in Freire's model) within the trainees themselves of the importance of change in the development process. "Educating the Masses for Social Transformation" (Vol. 7, March 1980, pp. 4-10) stresses the importance of awareness-building among both rich and poor to eliminate the negative social and political attitudes associated with poverty.

***Ideas and Action.* Freedom from Hunger Campaign/Action for Development (FFHC/AD), Food and Agriculture Organization of the United Nations (FAO), Via delle Terme di Caracalla, 00100 Rome, Italy.** Several articles in recent issues address the topic of participation. In "Participation — A Precondition for Authentic Development" (No. 134, 1980/2, pp. 4-8), David Millwood discusses the work of the United Nations Research Institute for Social Development (UNRISD). He contends that unless the poor participate in decisions about the allocation of resources, they are unlikely to benefit from development efforts. Examples of popular participation in China and India are cited in No. 116 (1977/3-4, pp. 12-21). The mobilization of the people of Nicaragua for national reconstruction is the topic of an interview with Pedro Zamora in No. 135 (1980/3, pp. 10-24), and work of the Participatory Research Project of the International Council for Adult Education is highlighted in No. 124 (1978/5). (*Ideas and Action* is a bimonthly publication, also available in French and Spanish.)

***Rural Development Participation Review.* Rural Development Committee, Center for International Studies, Cornell University, 170 Uris Hall, Ithaca, New York 14853, USA.** A newsletter that focuses on re-examining the concept of participatory planning in rural development projects, innovative approaches to development, organizational theory and practice, and self-help strategies. Recent issues contain articles and case studies on current projects in several countries, including the *Harambee* self-help project in Kenya (Vol. 1, No. 3, 1980, pp. 1-5), and the PIDER project in Mexico (Vol. 1, No. 2, 1980, pp. 14-17). In Vol. 2, No. 1, 1980, pp. 18-22, Ken Merschrod describes how leaders of peasant organizations in Honduras evaluated the effectiveness of their programs in meeting needs at the local level. The newsletter also includes reviews of recent publications in the field of rural development.

***Rural Reconstruction Review.* January 1980. International Institute of Rural Reconstruction (IIRR), Silang, Cavite D-2720, Philippines.** A special issue which presents several articles on participation in rural reconstruction. Topics covered include facilitator-training, women, and education. In two separate articles Juan Flavier and Menandro Pernito discuss the People's School in the Philippines, and how village involvement in the school's operation helped local people identify with the project (pp. 2-10). "Women's Participation in Rural Reconstruction" by Aurora Tayao focuses on leadership training to promote women's participation in project planning, implementation, and evaluation (pp. 40-42). In "Participation in Training," David Hopkins compares directive (non-participatory) and non-directive (participatory) training methods, identifying those training situations in which one or the other is most effective. He argues that participatory approaches are crucial in community development training, because development facilitators need to be adaptable and able to change their strategies according to the social and cultural demands of various situations. These skills, he argues, cannot be taught through directive methods (pp. 51-55).

***World Education Reports.* "Participation: What Does It Really Mean?" No. 21, March 1980. World Education, Inc., 251 Park Avenue South, New York, New York 10010, USA.** This issue presents a collection of articles examining participation as a strategy in non-formal education. The contributing authors provide a rich assortment of information utilizing direct experience in several countries, including Nepal, Botswana, Ghana, and the USA. Also, theoretical articles address a number of important issues: Beryl Levinger and Tom Drahman explore the assumptions underlying participatory approaches in education; Russ Mahan describes the evolving role of the facilitator, or front-line fieldworker; Rafael Marino discusses problems that participants may experience when using the participatory approach; and Paul Jurmo questions whether or not villagers really want participation. Common to all the articles is the notion of the educator as a dynamic change agent whose success depends upon meaningful association with development planners and local participants. 24 pp.

***World Education Reports.* "Women — and Men — Discussing, Deciding, Doing." No. 22, July 1980. World Education, Inc., 251 Park Avenue South, New York, New York 10010, USA.** This issue is mainly devoted to articles about a project in 12 rural villages of Kenya and the Philippines. Women's groups planned and carried out learning and development activities based on their own goals, drawing on their own resources and their husbands' input whenever possible. Outlines the steps in the process followed by each village, and the development of one group's project — a bakery. 24 pp.

Reference Review

NFE and the Handicapped

The causes and the condition of being disabled received considerable attention as a result of the large number of people who were maimed or wounded during World War II. The suffering that accompanied that war and attempts to prevent its reoccurence were, in fact, central to the charter of the United Nations. However, in designating 1981 as "The Year of the Disabled," the UN has in mind all conditions and situations that may lead to disablement. It is estimated that 30-40 percent of all disabling conditions can be prevented through early detection, proper nutrition of mothers and babies, and simple preventive measures against the communicable diseases that plague children (measles, polio, diptheria, tetanus, tuberculosis, whooping cough, etc.).

In this sense, it has been suggested that the single major cause of handicapped conditions is social neglect. Recognition of this neglect and the difficult and often tragic circumstances under which the handicapped live constitutes an important educational task. It involves measures to replace outmoded sentiments of charity and pity with fresh, more positive approaches that will help in preventing and curing disabling conditions, as well as seeking the full involvement of the handicapped in the social and economic life of their communities. Materials in this *Reference Review* include a selection of documents dealing with rehabilitation and education of and aids for the handicapped.

Rehabilitation

• In *Progress in the Decade of Rehabilitation* (1978, 34 pp.), Norman Acton, secretary-general of Rehabilitation International, summarizes activities of the organization and cites areas of international concern with respect to the handicapped. Prevention and cure, integration into the community, research, and dissemination of information are named as areas needing attention. The organization also publishes two quarterly journals, *International Journal of Rehabilitation Research* and *International Rehabilitation Review*. Address correspondence on publications to Director of Information, Rehabilitation International, 432 Park Avenue South, New York, New York 10016, USA.

• The same organization has conducted a study for UNICEF on the conditions leading to disability in childhood. *Childhood Disability: Its Prevention and Rehabilitation* (1980, 31 pp.) is based on field observations from selected countries in Africa, Asia, Latin America, and the Middle East. Contact the Director of Information, Rehabilitation International, 432 Park Avenue South, New York, New York 10016, USA.

Educational Programs

Community and home-based educational programs for the handicapped seek to enhance their participation in the social and economic life of their communities.

• *Vocational Training for the Handicapped* by Murray Culshaw (1978, 16 pp.) reports on training the blind in mobility and orientation by using fieldworkers from their own communities. Based on a study in India, the report demonstrates the effectiveness of family- and community-oriented education programs in integrating the blind (and the handicapped in general) as "functional" members of society. Available from Murray Culshaw, 7 Harrow Road East, Dorking, Surrey RH4 2AV, England, UK.

• *Without Holding Hands* by the Christoffel Blindenmission (CBM) of Bensheim, West Germany (1979, 80 pp.), is a handbook of various approaches to vocational training and rehabilitation of the blind. The handbook evolved from a 1978 CBM seminar of pioneers in this field and is built on case studies from Ghana, Nigeria, Malawi, Indonesia, Hong Kong, and India that prove it is not only possible but cost-effective for the blind to participate gainfully and fully on all levels of community life. Available from Christoffel Blindenmission, Nibelungenstrasse 124, D-6140 Bensheim, West Germany.

• *The Indiana Home Teaching System (IHTS) for Parents and Preschoolers* (n.d., 53 pp.) offers an overview of the IHTS materials available that emphasize the role of parents as teachers. For example, one manual that can be purchased outlines ways to assess the needs of handicapped children, and lists curriculum objectives for motor, language, and personal autonomy skills. Other manuals cover teaching and some of the ways that problems encountered by parents may be handled. For information on the IHTS materials and prices, write Developmental Training Center, Indiana University, 2523 East Tenth Street, Bloomington, Indiana 47401, USA.

• *The Education of the Handicapped Adolescent*, Doc. CERI/HA/78.01, (1978, 40 pp.) is an interim report incorporating the views and comments of various experts consulted by the Centre for Educational Research and Innovation (CERI) of the Organization for Economic Cooperation and Development (OECD). The report is part of the preparatory work on the CERI Project, covering such issues as the definition and prevalence of handicap, problems and needs of handicapped adolescents, schooling, adjustments to working life, and services to improve the quality of life. Contact OECD, 2 Rue Andre-Pascal, 75775 Paris, Cedex 16, France.

Aids and Devices

Access to aids and devices that can increase the mobility and self-reliance of disabled persons is a serious problem. Increasingly, answers are being sought by use of what has been termed "appropriate technology" and reliance on local resources and skills, including those of the handicapped themselves.

• *Relevant Technology for the Disabled* by S.W. Eaves (1977, 57 pp.) stresses the creativity and skills of the disabled and the use of local materials for the devices and aids illustrated in the manual. Available from the Executive Secretary, Plateau Board for Integrated Education for Development, PMB 2174, Jos, Nigeria.

• *Rattan and Bamboo* (1979, 14 pp.) gives excellent detailed working drawings for equipment for handicapped children designed by Miss J.K. Hutt, a physiotherapist. All of the items diagrammed, ranging from wheelchairs to feeding aids, can be constructed by using two basic materials — rattan and bamboo. Available from Duncan Guthrie, Disabilities Study Unit, Wildhanger, Amberley, Arundel, West Sussex BN8 9NR, England, UK.

Women and Resources

Fuel, water, technology, credit — despite the crucial role these resources play in the lives of women and their families, programs to increase women's access to them have rarely been successful. Several recent publications contributed to our collection emphasize how women's access is limited, outline ways of overcoming such constraints, and give practical examples of useful technologies.

Program Design

The following publications stress the importance of accurate socio-cultural information and provide valuable suggestions for planners and policy-makers.

• In *Women and Energy: Program Implications* (1980, 12 pp.), Irene Tinker is concerned with the effect of the rising cost of oil on poor rural women, the major managers and consumers of energy at the village level. She argues that program designers must consider the total energy system and the tangible benefits of a proposed innovation to the users, as well as the opposition it may encounter, when advocating technologies and programs to reduce energy use in cooking, heating, and lighting. She suggests involving local women and children to obtain accurate information about their own energy practices. Available from Office of Women in Development (PPC/WID), Agency for International Development, Department of State, Washington, D.C. 20523, USA.

• The idea that change and development occur through people participating in a learning process underlies *Successful Rural Water Supply Projects and the Concerns of Women* (1980, 73 pp.) by Paula Roark. She believes that project success depends on discovering and working through the "local learning system" (LLS), the culturally determined way knowledge is organized and shared. Because of their traditional roles as water carriers and managers, women's participation in this learning process is critical. Ultimately, they are the ones to decide whether the new water source is worth the effort to use and maintain. To aid project planners, Roark offers an "LLS Operational Framework" containing four components: technology analysis, participation, information, and knowledge outcome. This framework distinguishes between service and development projects, with important implications for policy and program directions. Available from Office of Women in Development (PPC/WID), Agency for International Development, Department of State, Washington, D.C. 20523, USA.

• In *Limits to Productivity: Improving Women's Access to Technology and Credit* (1980, 66 pp.), published by the International Center for Research on Women, Ilsa Schumacher, Jennefer Sebstad and Mayra Buvinic take a broad view of a basic problem. They contend that the primary constraints upon women's access to productive resources — modern technologies and credit — are due to their historic economic roles in traditional or subsistence production, reinforced by those development policies that introduced modern and cash production techniques to the men only. This has marked women as marginal producers, often landless, with neither the collateral for credit nor the necessary information and economic power to demand equity from the suppliers who consider their needs of low priority and high risk. The authors conclude with a comprehensive list of policy recommendations for governments and development planners, among them, to develop viable financial markets that provide credit for women's traditional economic activities and also encourage savings and expanded economic opportunities. Available from Office of Women in Development (PPC/WID), Agency for International Development, Department of State, Washington, D.C. 20523, USA.

• *Women, Water and Waste: Beyond Access* (1980, 22 pp.) by Mary Elmendorf investigates the impact of water and sanitation programs on women and children, highlighting the role of women in determining success or failure. In a survey of practices and attitudes toward human defecation, she brings out the importance of understanding socio-cultural constraints and motivations to participating in water and waste programs. She makes a plea for more research that will help define water-related problems clearly and devise culturally acceptable solutions that women will support. Available from Water and Sanitation for Health (WASH) Project, Coordination and Information Center, 1611 North Kent Street, Room 1002, Arlington, Virginia 22209, USA.

Energy-Efficient Stoves

• Volunteers in Technical Assistance (VITA) has published *Wood Conserving Cook Stoves, A Design Guide* (1980, 113 pp.), an indispensable manual for anyone interested in energy-efficient, locally appropriate, wood-burning stoves. Complete step-by-step instructions, with clear illustrations, are given for building four different types of cook stoves. A second volume on the socio-cultural aspects of stove design and use is planned. Also of interest is the July 1980 issue of *VITA News*. Several articles in this "Special Energy Issue" discuss the shortage of firewood and how this is affecting women in developing countries. Both publications are available from VITA, 3706 Rhode Island Avenue, Mt. Ranier, Maryland 20822, USA.

Workshop Reports

• The "Final Report of a Workshop Conducted by the American Association for the Advancement of Science (AAAS)," entitled *Women and Development* (1979, 189 pp.), was prepared by Irene Tinker for a United Nations Conference on Science and Technology for Development. It contains an important set of recommendations and background papers on such concerns as household energy, water supply, women's participation in technological and social change, and the impact of programs and policies on women. A paper by Maryanne Dulansey points out that appropriate technology "solutions" to food storage, processing, and cooking problems have failed because the women were not involved in deciding how the technology could best be used. Another paper by Grace Hemmings-Gapihan deals with the introduction of a complex solar unit, designed to run a graining mill and a water pump, in a village in Upper Volta. Available from AAAS, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036, USA.

• *Tradition-Linked Technology* (1978, 20 pp.) reports on the week-long program provided by the South Pacific Appropriate Technology Foundation (SPATF) as part of a 3-week National Women's Workshop on Appropriate Technology held in Papua New Guinea. SPATF conducted eight "hands on" learning sessions that required the women to take an actual part in the construction of a drum oven, use of a kitchen equipped with locally made ovens and implements, blacksmithing, sewing-machine repair, agriculture, and traditional and home technology. Available from SPATF, P.O. Box 6937, Boroko, Papua New Guinea.

Network News

Women and Agriculture

Since issue No. 19 of *The NFE Exchange* on "Education and Agriculture," we have received many new documents that emphasize women's role in food production. Some of them are described here.

• In *Women's Involvement in High Risk Arable Agriculture: The Botswana Case* (1980, 32 pp.), Louise Fortmann reviews the literature on women's role in arable agriculture in that country. She identifies two key problems: the women's limited access to draft animals and to agricultural labor. She presents arguments both for and against keeping women in agriculture, but concludes by recommending that programs be created to assist them — for example, introducing alternative crops that are less labor-intensive, and sponsoring appropriate social welfare measures. Available from Office of Women in Development (PPC/WID), Agency for International Development, Department of State, Washington, D.C. 20523, USA.

• *Women and Food: An Annotated Bibliography on Family Food Production, Preservation and Improved Nutrition* (n.d., 47 pp.) by Martha Wells Lewis describes publications, papers, and resource materials on vegetable gardening, raising small animals, improving nutrition through family food production, and technology appropriate to women and food. This useful guide to the literature also has descriptions and evaluations of selected vegetable garden projects, and a Resources Section. Available from Office of Women in Development (PPC/WID), Agency for International Development, Department of State, Washington, D.C. 20523, USA.

• *Agricultural Development in Savannah Ghana* (1980, 54 pp.), edited by P.K. Fordjor, is a report of the proceedings of the 1980 Easter School of the Institute of Adult Education, University of Ghana, held in Bolgatanga. The report includes lectures, introductions to panel discussions, and workshop reports on irrigation, extension, and the role of small-scale farmers and women in the development of savannah agriculture. Of particular interest is the list of recommendations from the workshop on women's participation in savannah agriculture. Available from the Institute of Adult Education, University of Ghana, P.O. Box 31, Legon, Ghana.

• In *Women and Technological Development in Agriculture: An Overview of the Problems in Developing Countries*, Science and Technology Working Papers Series No. 9 (1979, 38 pp.), Zenebeworke Tadesse argues that the impact of technological change on women has to be understood in the context of the particular social formation and any resultant division of labor between men and women. This critical review analyzes issues related to women's participation in agriculture, plantations, food processing and storage, trade and commerce, and the formal labor market. The author points out that lack of training and education is both a serious cause and a consequence of women's exploitation in the production process. Available from United Nations Institute for Training and Research (UNITAR), 801 United Nations Plaza, New York, New York 10017, USA.

WASH Services

The Water for Sanitation and Health (WASH) Project, sponsored by the US Agency for International Development (AID), aims to provide services to improve drinking water and sanitation with minimum administrative effort and delay. Information services are available upon request. Technical assistance, technology transfer, and manpower development and training services are available to international agencies, host country governments, and other organizations through AID personnel (Missions, Regional Bureaus, and central offices). For information contact Information Director, WASH Project Coordination and Information Center, Room 1002, 1611 North Kent Street, Arlington, Virginia 22209, USA.

Plain Talk

In *Plain Talk: Clear Communication for International Development* (1981, 76 pp.), David Jarmul shows writers, program planners, and field workers how to write clear simple English that ordinary people can understand. This readable and entertaining manual presents suggestions for planning, rules of simple English, and ways to evaluate the clarity of written work. Also includes a chapter on graphic communication and a list of examples of "development jargon" with alternatives in everyday English. Available from Volunteers in Technical Assistance (VITA), 3706 Rhode Island Avenue, Mt. Ranier, Maryland 20822, USA. (US $4.95.)

Clarification

The name of one of our research assistants, Linda Gire Vavrus, was inadvertently omitted from the credit box of issue No. 19 of *The NFE Exchange*.

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